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ABSTRACT

This European-focused guide covers basic sources of English language information for teachers of community languages, other language teachers, and language teaching support personnel regarding the background and teaching of European Community languages in Great Britain. The guide complements Centre for Information on Language Teaching Information Guide 1: "English as a Second Language: Sources and Resources." It includes items on the psychology and sociology of maintaining mother tongues outside of their natural context. Contents provide information on the following: organizations and associations, periodicals, teachers' centers and their services, specialist publishers, and a bibliography. An introduction reviews the current issues against which the contents were selected, including the training of ethnic minority teachers to teach community languages, and developments in GCSE for community languages. The bibliography is categorized as follows: educational issues; administration and policy; interculturalism and language diversity; teaching problems and methodology; testing, examining, assessment; materials, bibliographies and surveys; films; suppliers; teachers' centers and their services; and specialist publishers with multilingual books. (LB)

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COMMUNITY LANGUAGES

SOURCES AND RESOURCES

compiled and edited by June Geach

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Introduction

This guide is complementary to the CILT Information Guide 1: *English as a second language: sources and resources* and, like it, is based in the main on a selection from the holdings of the CILT library. It is intended as a basic source of information for teachers and others on matters relevant to the background and teaching of community languages in Britain. The guide, therefore, is not confined to items on the teaching and examining of community languages; its contents also include, for example, items on the psychology and sociology of maintaining mother tongues outside their natural context. It also draws on experience from outside the United Kingdom, and in general aims to package concisely the kinds of information that should interest teachers of community languages, other language teachers or language teaching support personnel. In fact, with the recognition of interlocking interests within the language teaching profession, and the view of language education as a continuum which has points of interest along its way for all practitioners, be they mother tongue, ESL, community language or foreign language teachers, it is becoming increasingly difficult to distinguish material of interest only to a given sector in the language field: inevitably, there is some overlap where the object of attention is the bilingual, or potentially bilingual, child or adult. No matter what the subject, teachers meet where the value of linguistic diversity and the positive role it can play in the educational process is acknowledged; they all, therefore, need to accustom themselves to working with pupils having different levels of competence in English, who are bolstered by a strong experience of skills developed by operating in languages other than English against a rich, non-English cultural background. Teachers will therefore find items of interest in both guides.

Major themes which arose during the compilation of this guide, are the training of ethnic minority teachers to teach community languages, and developments in GCSE for community languages. For the first, the training of community language teachers has long been of concern; what is new is the DES consultation process which was initiated (see Craft and Atkins and NCMTT in section 1; RSA in section 6). For the second, initiatives now being taken seem likely to establish a systematic approach to development of syllabuses and materials for the GCSE examinations due to begin in 1988. A further theme is the provision of adequate translating and interpreting

services over a range of public service areas, which is being extensively and systematically investigated, as is the development of bilingual skills, particularly for commercial purposes and to open up career prospects. Annotated items on all these subjects appear in the guide.

Within the classified order of the guide, some items are relevant to more than one section, and this is shown by a cross-reference; items are, however, cited fully with annotation in one section only. The section on teachers' centres, newly created for the ESL guide, has been retained and expanded here, although there are still some notable gaps, in spite of our best efforts. Thanks are due to Sheila O'Shea, mainly responsible for the compilation of this section. The section on publishers is new, and is based on holdings in the CILT library; I am grateful to the librarian, Jean Price, for compiling it.

It is to be hoped that items in the guide will provide convincing evidence of the community of interests between teachers across the language spectrum, including - dare one say it? teachers of 'foreign' ('modern') languages. Long may this communal interest continue.

June Geach
May 1988

1. Organisations and associations

There is a large number of organisations representing the educational, language and culture concerns of individual communities; the picture is continually changing, but the following publications are useful general guides:

Commission for Racial Equality: *Directory of minority organisations in the UK*. London: CRE, September 1985.

Commission for Racial Equality: *List of community relations councils*. London: CRE, August 1986.

Language and Culture Guides. London: CILT, 1982-1988.

Access to Information on Multi-cultural Education Resources (AIMER). Woodlands Avenue, Earley, Reading RG6 1HY. Information: Sue Williams.

A computerised service giving enquirers access to information on small-scale, non-commercial publications and materials, such as those produced by local education authority teachers' centres. Significant language content.

Adult Literacy and Basic Skills Unit (ALBSU). Kingsbourne House, 229-231 High Holborn, London WC1V 7DA. Tel: 01-405 4017.

Within the general education service in England and Wales, aims to improve standards of proficiency in literacy, numeracy, and related basic communication and coping skills in education, training and employment for adults whose first or second language is English. Consultancy/advisory service to local education authorities; publications and services list available. *Newsletter* (four times a year).

Afro-Caribbean Education Resources (ACER) Project. Wyvil School, Wyvil Road, London SW8 2TJ. Tel: 01-627 2662. Information: The Librarian.

Resources development including learning materials for children from nursery school age to age 13; general language issues with reference to the Afro-Caribbean and other communities.

Sponsors an Annual Black Young Writers Essay Competition. Catalogue of publications available.

Centre for Information on Language Teaching and Research (CILT). Regent's College, Inner Circle, Regent's Park, London NW1 4NS. Tel: 01-486 8221.

A national centre for collecting and disseminating information on the learning and teaching of languages, including ESL and community languages. Extensive reference library includes books, periodicals, a/v materials. Enquiry service. Publications catalogue.

Commission for Racial Equality (CRE). Information Department, Elliot House, 10-12 Allington Street, London SW1E 5EH. Tel: 01-828 7022.

Concerned with all aspects of education for a multicultural society. Publications for teachers. Provides bibliographies on subjects related to race and language and information sheets on wide variety of subjects. Publications list.

Commonwealth Institute. Kensington High Street, London W8 6NQ. Tel: 01-603 4535.

Promotes understanding of cultures of Commonwealth countries. Exhibitions on nearly 50 countries. Library and Resource Centre: bibliographies, books and a/v materials for loan. Education Department: activity booklets for use by visiting school parties, wide range of programmes providing opportunity for children from overseas Commonwealth regions to explore language in a more familiar environment. Bookshop (run by Soma Books).

Community Services Group of the Library Association. Secretary: Aruna Shah, Maida Vale Library, Sutherland Avenue, London W9.

To help librarians to meet the needs of members of various categories of potential disadvantage, including cultural minorities. Journal: *Community Librarian*.

International Federation of Library Associations (IFLA): Section on Library Services to Multicultural Populations. (Formerly the Round Table on Library Service to Ethnic and Linguistic Minorities: 1983-1985.) Information: Neville Price (Secretary), North Kensington Library, 108 Ladbroke Grove, London W11 1PZ.

Information on the development of multilingual and multicultural library services, practice and materials for linguistic

and cultural minorities. Various publications: *Journal of Multicultural Librarianship* (q.v.); checklist of publications (worldwide) on multicultural library services; practical handbooks; conference papers.

Local Authorities Race Relations Information Exchange (LARRIE). 35 Great Smith Street, London SW1. Tel: 01-222 8100. Information: Freda Yeboah or Sarah Palmer.

A computerised database acting as a clearing house for local authorities' documents on race issues, covering the entire range of local authorities' functions. Material on education includes policy documents, reports on multiracial education, papers on ESL and community languages. Services (free) provided mainly to people from local authorities and associated bodies. Enquiries by telephone or letter, visits by appointment.

National Association for Teaching English and other Community Languages to Adults (NATECLA formerly **NATESLA).** Administrative Assistant: NATECLA National Centre, Hall Green College Annexe, Floodgate Street, Digbeth, Birmingham B5 5SU. Tel: 021-778 23110.

An association of teachers, volunteers, community workers using English with multicultural groups, teachers of community languages, and institutions, who deal with the teaching of multilingual students. Supports the training of English-language teachers and volunteers; provides speakers for conferences and courses; runs regional and national training. Annual conference and training course travelling book exhibition. Publishes newsletter (*NATECLA News*) and journal (*Language Issues*).

National Community Folktale Centre. Middlesex Polytechnic, White Hart Lane, London N17 8HR. Tel: 01-801 3434, Ext. 332. Director: Helen East.

Develops awareness and appreciation in children of cultural heritage through storytelling and fostering of authentic oral storytelling traditions. Maintains an archive of recorded material, provides a research base and holds a directory of human resources (storytellers, illustrators, translators, photographers, etc). Centre and its library are open to the public.

National Council for Mother Tongue Teaching (NCMTT). Gen. Sec: A Salam, 52 Park Road, Rugby, Warwickshire CV21 2QH.

Tel: 0203 344386; Publications: G S Sidhu, 116 Waltham Close, Abbey Park, West Bridgford, Nottingham NG2 6LE. Tel: 0602 620946.

Aim: to promote the understanding and fostering of bilingual skills. The special, though not exclusive, interest is in those whose mother tongue is not English. Discussion documents, conference papers, occasional papers.

National Council for Voluntary Organisations (NCVO). 26 Bedford Square, London WC1B 3HU. Tel: 01-636 4066. Head of Information: R Gutch.

A charity providing professional advisory services to voluntary organisations and promoting social action. Compiles *NCVO Digest* (q.v.; formerly *Ethnic Minority Digest*).

Runnymede Trust. 178 North Gower Street, London NW1 2NB. Tel: 01-387 8943.

Publishes reports on race and immigration in Britain and a monthly Bulletin: *Race and Immigration*. Has published reports on minority languages and on multicultural education; publications list available from the Trust. Maintains reference library: books, pamphlets, papers on all aspects of race, including language. Open to public by appointment.

Scottish Council for Community Languages (from 1987). Secretary: John Fergusson (Modern Languages Adviser), c/o Education Offices, 129 Bath Street, Glasgow G2 2SY. Tel: 041-227 2625.

To promote the status and study of community languages, with reference to national certification, teaching in the voluntary sector, teacher qualification, syllabus and resources.

2. Periodicals

Bilingual Family Newsletter. Multilingual Matters, Clevedon, Avon. (Quarterly.)

Articles, correspondence for exchange of parental and family views, question and answer column. For the general reader actively involved in a family bilingual situation, or needing to know about early bilingualism.

Community Librarian. Community Services Group of the Library Association. M Foster, Ed. (Commonwealth Institute, Kensington High Street, London W8 6NQ. Tel: 01-603 4535. (4 issues a year.)

A journal for those concerned with the library needs of minority communities, and their associated social and welfare situation.

Education Journal. Commission for Racial Equality. (3 issues a year).

Articles on multicultural education; strong linguistic interest.

Journal of Multicultural Librarianship. Section on Library Services to Multicultural Populations of the International Federation of Library Associations (IFLA). (3 issues a year).

Information on activities and publications, other organisations in the field, articles and papers on all aspects of multicultural librarianship throughout the world.

Journal of Multilingual and Multicultural Development. Tieto Ltd, Cleveland, Avon. (Six issues a year).

Articles on bilingualism, multilingualism, minority languages, education policies, etc. Aims to cover both theoretical and practical aspects.

Language and Society. Communications Branch, Office of the Commissioner of Official Languages, Ottawa, Canada KIA OT8. (3 issues per year.)

Articles on issues of official bilingualism and the support of other second languages. Canadian context, but international relevance.

Language, Culture and Curriculum. Linguistic Institute of Ireland (31 Fitzwilliam Place, Dublin 2, Ireland); published by Multilingual Matters Ltd. 3 issues per year, from vol 1, no. 1, February 1988-.

Theoretical and empirical study in bilingualism and multiculturalism, focusing on the relationship between language and cultural identity and on school-based programmes to support it. Minority and heritage languages are a special concern.

Language Issues. National Association for Teaching English as a Second Language to Adults. (Twice a year.)

Aims to relate research and classroom practice. Articles on inter-ethnic communication; bilingualism; good ESL practice in teaching, training, organising. Reviews.

Language Teaching (formerly *Language Teaching and Linguistics: Abstracts)*. Compiled by CILT and the British Council. (Quarterly.)

Summarises selected articles on linguistics and language teaching including English, appearing throughout the world. Lists current research in Britain and Europe. Bibliographical supplement. Usually (since 1975) includes a survey article devoted to a particular field of interest, e.g. bilingualism, mother tongue maintenance, among topics of interest.

Language Testing. Edward Arnold Publishers. (Twice a year.)

Articles and reviews on issues in assessment of language ability, including second or foreign language testing, mother tongue testing and the assessment of language disability.

Multicultural Education Abstracts. Compiled at International Centre for Multicultural Education, City of Birmingham Polytechnic. Carfax Publishing Company (Abingdon, Oxfordshire). (Quarterly.)

A current awareness service with international coverage (sources and readership); includes abstracts of articles on ESL, minority languages.

Multicultural Teaching. Trentham Books, Stoke-on-Trent. (3 issues a year.)

For practitioners in school and community who are concerned with cultural diversity in relation to education from ages 3-18. Includes articles on language, ESL, and mother tongues other than English from time to time.

Multi-Ethnic Education Review. Inner London Education Authority (Multi-Ethnic Inspectorate, Room 468, County Hall, London SE1 7PB). (2 issues a year.)

Articles and information on policy, developments and practice in antiracist education and the curriculum; reviews and current awareness section.

NCVO Digest (formerly *NCVO Ethnic Minority Digest*). Supplement to *Race and Immigration* (Runnymede Trust), from October 1986. Monthly. Information from Atula Gor, National Council for Voluntary Organisations (26 Bedford Square, London WC1B 3HU. Tel: 01-636 4066).

Current news on courses, conferences, cultural events, publications; voluntary sector reports and features, including education, race relations, local authority initiatives.

Race and Immigration. Runnymede Trust, 178 North Gower Street, London NW1 2NB. (Monthly.)

Current information on education, social services, immigration and race relations. Extensive citation from the press and summaries of books, articles and reports.

3. Bibliography

(A) Educational issues

Arora, R K and C G Duncan, eds
Multicultural education: towards good practice. London: Routledge & Kegan Paul, 1986.

A collection of articles on some of the ways in which practitioners are attempting to respond positively to the educational needs of today's multicultural, multiracial and multilingual schools. Attention is given to specific curriculum areas in primary and secondary schools; the chapter on language, starting from a review of the development of the philosophy and methodology for teaching English as a second language, argues for an integrated language policy in schools, to include the teaching of modern European and minority community language as and when appropriate.

Ashworth, M
Beyond methodology: second language teaching and the community. Cambridge: Cambridge University Press, 1985.

A view of language teaching which involves the rethinking of the role of education as a whole. Clear exposition, with suggested activities, of the community as beneficiary, as resource, as control in this process, and the effects of national policies. Attention is given to the definition of 'minority' communities and their interaction with the community in its various roles, and the use and teaching of their languages.

Assistant Masters and Mistresses Association
Our multi-cultural society: the educational response. AMMA, 1983.

A comprehensive but concise review of the elements of the multicultural society which should find expression in the classroom. Looks at language, the community, curriculum and examinations, teacher education and recruitment. Useful bibliography and appendix on further sources of information.

Assistant Masters and Mistresses Association
Multi-cultural and anti-racist education today. London: AMMA (7 Northumberland Street, London WC2N 5DA; 01-930 6441).

AMMA's current thinking, since its earlier booklet (*Our multicultural society: the educational response*, 1983). Useful review of main government policy documents and their influence, in the introduction. Other strands include chapter on language and discussion of teacher training and of ethnic statistics.

Banks, James A and J Lynch, eds
Multicultural education in western societies. London: Holt, Rinehart and Winston, 1986.

The contributions include a review of multicultural education in Britain, based on patterns of immigration and the use and effect of post-war policies of assimilation, integration and cultural pluralism; teachers training in the field; and a summing up suggesting the way ahead.

Broadbent J, M Hashmi, B Sharma and M Wright
Assessment in a multicultural society: community languages at 16+. York: Longman (Resources Unit) for Schools Council, 1983.

A discussion document comprising an overview of language education in a multilingual society, and a state of the art report plus proposals for the future for examinations in Urdu, Hindi and Greek as exemplars for examination in other community languages.

Broadbent, J
The inclusion of community languages in the normal curricular arrangements of local education authority maintained schools in England and Wales. Report of the EC Pilot Project (1984-1987): Community Languages in the Secondary Curriculum. London: University of London Institute of Education, 1987.

Examines the issues of course design, curriculum and timetable, methodology, examinations and development of materials, using Panjabi, Urdu and Italian as exemplars. Includes a useful survey of the educational background in Britain against which the achievements and difficulties of the Project may be evaluated.

Brumfit, C, R Ellis and J Levine, eds
English as a second language in the United Kingdom. Oxford: Pergamon Press for the British Council, 1985. (ELT Document 121.)

A state-of-the-art survey which reflects the changing concept of ESL to embrace the relationship with English mother tongue, minority languages and multicultural education and implications for principle and practice in the classroom. Includes a summary of

the contents on language of the Swann Report (see Swann, Lord M, Chairman, p 29).

Carter, A, ed
Teachers for a multicultural society. York: Longman Resources Unit for the School Curriculum Development Committee, 1985.

Report of a Schools Council project which investigated issues underlying the planning of effective INSET programmes for localities and schools where there are few ethnic minority pupils. Primary, middle and secondary teachers from three regions (East Midlands, Oxfordshire, the Northeast) took part; among needs established were programmes for advisers as well as teachers, firm LEA support, and clarification of views and approaches to teaching about racism.

Commission for Racial Equality
Ethnic minorities in Britain. London: CRE, 1985.

Statistical information on the pattern of settlement of Britain's ethnic minorities, and their countries of origin. Some estimations of changes in the ethnic minority population in selected local authority areas.

Craft, A and G Bardell, eds
Curriculum opportunities in a multicultural society. London: Harper and Row, 1984.

A collection of articles on the way in which the experience of ethnic minority pupils can contribute to the teaching of curriculum subjects; how a subject can contribute to pupils' understanding of cultural diversity; how the teaching of a subject can combat racism. English, community languages and other modern languages included. Course and classroom examples, with reference to some easily available resources.

Craft, A and G Klein
Agenda for multicultural teaching. York: Longman Resources Unit, (62 Hallfield Road, Layerthorpe, York Y03 7XQ), 1986. (SCDC Publications.)

Puts forward a programme, conceived as an implementation of recommendations in the Swann Report (see Swann, Lord M, p 29) for a pluralistic, culturally diverse dimension throughout primary and secondary schools. Two parts: whole-school matters including policy, pastoral care, home-school liaison, linguistic diversity, resources); curriculum matters (for individual subjects) includes resources and

suggestions to help teachers to develop the ideas further in the classroom.

Craft, M, ed
Education and cultural pluralism. London: Falmer Press, 1984. (Contemporary Analysis in Education.)

A collection of papers on education in a culturally plural society and on the meaning of 'multicultural education', taking in issues of policy, curriculum, language, intercultural relations in the classroom, educational performance of ethnic minority children, and the relationship between home, school and community.

Craft, Maurice and Madeleine Atkins
Training teachers of ethnic minority community languages. Nottingham: School of Education, University of Nottingham, 1983.

Report to the Swann Committee (see Swann, Lord M, p 29) on the existing and latent capacity of initial teacher training institutions for preparing their students for teaching ethnic minority community languages. Training for wider needs (transitional bilingualism, bilingual support at primary and secondary level, sensitivity to language diversity) is also considered.

Ethnic minorities in education. Special issue of *Educational Review* (vol. 37, no. 2, June 1985); ed. D Cherrington. Birmingham: Faculty of Education, University of Birmingham (PO Box 363, Birmingham B15 2TT).

Conceived as a contribution to the post-Swann (see Swann, Lord M, p 29) debate, with a review article on the literature on multicultural education, a select list of articles on ethnic education, and a section of book reviews. International perspective with substantial British contribution, including an article reporting on a survey of teacher education and linguistic diversity.

European Science Foundation
Status of migrants' mother tongues. Strasbourg: ESF, 1983.

An edited collection of papers submitted to the fourth ESF workshop (Granada 1981). The paper by V Saifullah Khan argues the crucial importance of the relationship between mother tongue teaching and the school curriculum; between the official and unofficial education systems; and between educational and societal policy which determine its status and likely changes in status, and illustrates the thesis in a British context.

Facts and figures: languages in education; edited by Valerie Printon. London: Centre for Information on Language Teaching and Research, November 1986.

An introduction to statistical sources and trends in the form of profiles of organisations or articles on specific topics, supported by statistical information and bibliographies. Substantial reference to ethnic minorities and their languages; index.

Fitzpatrick, F
The open door. Clevedon, Avon: Multilingual Matters, 1987. (Multilingual Matters 26.)

Commentary on the Mother-tongue and English Teaching (MOTET) Project (1978-81), also known as the Bradford Bilingual Project, which explored the effect on young Punjabi-speaking children of different kinds of usage of Punjabi and English in their school career, and the major elements in the programme. Results suggested that bilingual programmes (using both languages for instruction across the curriculum) are likely to be of greater benefit to bilingual children than programmes requiring a switch of languages on entry to school, although different bilingual programme models might highlight different effects.

Further Education Unit
Language for all. London: FEU, 1986.

An analysis of the importance of language in post-16 education which takes a fresh look at curricular needs and patterns of assessment in language (CPVE, GCSE, etc). The document results from FEU interest in the National Congress on Languages in Education working group on *Language and languages 16-19* (CILT, 1986) and is intended as a paper for discussion by interested individuals, course teams, colleges and other organisations.

Gibson, A and J Barrow
The unequal struggle. London: CCS Publications (Caribbean House, Bridport Place, London N1 5DS), 1986.

A study of the educational, unemployment and social problems of West Indian children, which focuses on language difficulties as the fundamental source of these problems. The study analyses the mis-match between West Indian English and the English spoken in British schools and shows how apparent similarities mask basic misunderstanding which eventually results in low expectation and achievement. Attitudes to British people, society and institutions

also analysed, with depressing results. The authors see a solution as classroom-based in the first instance.

Houlton, D and R Willey
Supporting children's bilingualism. York: Longman for Schools Council, 1983.

In the context of the debate on mother tongue teaching and language diversity in education, describes the issues which underlie current (1983) educational policies at local and national level, and puts forward considerations which should inform policy- and decision-making in primary schools and local education authorities on how the necessary structure for supporting language diversity might be established.

Houlton, D
Your multicultural school. London: New Education Press, 1987.

Analyses the main issues and elements (pupils, staff, parents and community, curriculum) underlying the definition and development of a whole-school multicultural policy, and incorporates professional and practical guidance to teachers. Useful short bibliography and list of additional sources of support.

Klein, G
The school library for multicultural awareness. Trentham, Stoke-on-Trent: Trentham Books (30 Wenger Crescent, Trentham, Stoke-on-Trent ST4 8LE) for University of London Institute of Education Library, 1985. (Educational Libraries Bulletin Special Supplement 23.)

The school library viewed as the 'foundation of the curriculum' and defined as the total of informational, curricular and recreational materials held within the school for the use primarily of or with pupils. The author carried out and evaluated a series of case studies leading to recommendations on the school library's role, structure and organisation, criteria for selection of stock, the education and training of librarians.

Linguistic Minorities Project
Linguistic minorities in England. London: University of London Institute of Education, 1983. Distributed by Tinga Tinga (Darby House, Bletchingley Road, Merstham, Redhill, Surrey RH1 3DN).

Report to the Department of Education and Science on the findings of the Project (1979-83), which surveyed and analysed changing patterns of bilingualism in several regions of England.

Model survey instruments for language use at school and adult level, and for provision of mother tongue teaching were developed. Raises a range of theoretical and applied issues which remain to be investigated, and suggests lines along which educational and social policy could develop.

Linguistic Minorities Project
The other languages of England. London: Routledge & Kegan Paul, 1985. (Language, Education and Society.)

Reports and interprets the work of the Project with reference to patterns of language use and language teaching among South and East Asian and Southern and Eastern European linguistic minorities in some areas of England, and to the educational implications of linguistic diversity. A reference source for teachers and others concerned with the practical expression of pluralism in British society; extensively indexed.

Lynch J
Multicultural education: principles and practice. London: Routledge & Kegan Paul, 1986.

A review of the philosophy and principles of a multicultural, pluralistic society, which attempts definition of key concepts and surveys the history of the development of the multicultural idea through reports and movements. Details national and local education responses, and the role of school, parents and community, and speculates on future developments.

Marland, M
Multilingual Britain: the educational challenge. London: Centre for Information on Language Teaching and Research, 1987.

An edited version of the report of a working party in a division of the Inner London Education Authority, which surveyed the needs of bilingual learners. Considers the present picture, and the difficulties which arise from lack of resources, weakness of organisation, or inadequate skill of education providers in meeting the needs of bilingual learners and enhancing the education of monolingual anglophones. An introductory paper analyses some main issues. Suggestions are put forward for meeting needs, including a national Standing Committee on Bilingual Education to monitor implementation of policy and receive the views of minority-language communities.

McClure, J D, ed
Minority languages in Central Scotland. Aberdeen: Association for Scottish Literary Studies (Department of English, University of Aberdeen), 1983.

Papers from a conference in 1981 which considered the position of minority languages in central Scotland in general, and the position of Gaelic, Italian, Polish, Lithuanian, Urdu, Punjabi and Chinese in particular. Recommendations from a committee formed to consider issues raised at the conference are included in an appendix.

National Council for Mother Tongue Teaching
Community languages: the supply and training of teachers. NCMTT, 1985.

The NCMTT's thoughts on the needs of teachers and suggested initial and in-service training framework to meet them. Suggestions include the setting up of a multilingual reference and resource bank at all local teachers' centres, incorporating the knowledge and experience of teachers in the voluntary sector, bilingual members of ESL teams and modern [sic] language teachers.

Nixon, J
A teacher's guide to multicultural education. Oxford: Basil Blackwell, 1985.

The book works from a definition of racism to examine implications and strategies for improvement in various aspects of multicultural education, including language (ESL, mother tongue teaching, language awareness), and the education of trainee teachers.

O'Shea, S
A guide to selected sources of information for the multilingual school. Submitted to the Department of Information Science, City University, June 1986.

Of use to anyone concerned with language issues and educational issues: in particular parents and parent-teacher associations, as well as teachers, librarians, employers and students. Focuses on language policy in the United Kingdom, implications of multilingualism at local level, and the possibilities of parental and pupil involvement in decision-making processes. In CILT Language Teaching Library.

Rampton Report. See Rampton, A, Chairman, p 28.

Rathbone, M and N Graham
Bilingual nursery assistants: their use and training. London: Schools Council Publications, 1983. (Available from School Curriculum Development Committee, Newcombe House, 45 Notting Hill Gate, London W11 3JB.)

A study of bilingual nursery nurses working in local education authority nurseries and the use of their language skills, and an investigation of where and how they are trained. Recommendations for initial and in-service training, together with suggestions for most effective use of the assistant's bilingual skills, are incorporated.

Reid, E, ed
Minority community languages in school. Edited papers from a working party for the Third Assembly of the National Congress of Languages in Education (Nottingham, 1982). London: Centre for Information on Language Teaching and Research (CILT), 1984. (NCLE Papers and Reports 4.)

Sets out the case for offering support in state schools for the learning of minority community languages in Britain, and discusses the implications in terms of teaching materials, examinations and teacher training. Includes an annotated bibliography, a list of relevant research projects, examples of practice and recommendations for action in the short and long term.

Shackman, Jane
The right to be understood. Cambridge: National Extension College (18 Brooklands Avenue, Cambridge CB2 2HN; 0223 316644), 1984.

A handbook on working with, employing and training community interpreters. Considers a programme for the organisation and establishment of a service, and argues for use of ethnic minority professional staff in preference to general community interpreting services, while acknowledging the usefulness of the latter. Current (1984) provision is documented and pressing needs outlined.

Shapson, S and V D'Oyley, eds
Bilingual and multicultural education: some Canadian perspectives. Cleveland, Avon: Multilingual Matters, 1984.

Although referring to Canadian experience, the topics and their treatment in the various papers (e.g. the educational profile of the minority language child, aspects of multiculturalism, aspects of bilingualism, implications for language policy) are relevant outside Canada.

Simsova, S and Wey Tze chin
Library needs of Chinese in London. London: Polytechnic of North London (School of Librarianship and Information Studies), 1982. (Research Report no. 90)

Looks at the influence of Chinese culture (particularly for the second generation) and reading habits on perceived library needs and considers the implications for public libraries, including libraries outside London wishing to service the needs of a Chinese-reading or -learning public.

Skutnabb-Kangas, T
Bilingualism or not: the education of minorities. Translated by L Malmberg and D Crane. Clevedon, Avon: Multilingual Matters, 1984. (Multilingual Matters 7.)

Deals with bilingualism (particularly in relation to migrants and indigenous minorities) and looks at the subject from a number of different aspects: social, psychological, political, educational, the significance and development of the mother tongue. Extensive bibliography.

Spolsky, B, ed
Language and education in multilingual settings. Clevedon, Avon: Multilingual Matters, 1986. (Multilingual Matters 25.)

A collection of papers exploring the different dimensions - political, scholarly, social - in analysis of the issues in mother tongue education, bilingual programmes and language education in general in a multilingual setting. Includes justification of mother tongue education on grounds of usefulness and economic value (DP Pattanayak), comparative review of approaches (B McLaughlin), influence of religion, ethnicity and nationalism in the relationship between language shift and bilingualism (C Bratt Paulston), and a survey of opposing views and research in mother tongue maintenance programmes (T Skutnabb-Kangas).

Taylor, M J with S Hegarty
The best of both worlds...? Windsor, Berkshire: NFER-Nelson Publishing Co, 1985.

A review of research into the education of pupils of South Asian origin, presented as a report to the Swann Committee (see Swann, Lord M, Chairman, p 29). Substantial chapter on language and reading considers the evidence for recognition of mother tongues in the mainstream curriculum. The section on assessment of linguistic performance concentrates on acquisition of English rather than

bilingual skills. The review covers information and research over the last 15-20 years. Extensive bibliography.

Taylor, Monica J
Worlds apart? Windsor, Berkshire: NFER-Nelson, 1988.

A review of contemporary research about the education of pupils from some of the less numerous ethnic minority groups in the UK, selected by the Swann Committee (see Swann, Lord M, Chairman, p 29) as being particularly deserving of attention: Cypriot, Italian, Ukrainian, Vietnamese, Liverpool blacks and Gypsies. Focuses on the research evidence on the linguistic experience and education of the various groups in the context of socioeconomic position and cultural background in the UK. The fourth and last of a series including volumes on West Indian pupils (*Caught between*, 1981); pupils of South Asian origin (*The best of both worlds...*?, 1985); Chinese pupils (*Chinese pupils in Britain*, 1987).

Tomlinson, S with H Tomes
Ethnic minorities in British schools: a review of the literature, 1960-82. London: Heinemann Educational Books, 1983. (Policy Studies Institute Series.)

The review is a preliminary to a study of factors associated with success in multiethnic secondary schools, and brings together much of the literature on policy, achievement, schools, home backgrounds and pupils. Extensive bibliography.

Tomlinson, S
Home and school in multicultural Britain. London: Batsford Academic and Educational Ltd, 1984.

An exploration of relationships between teachers and minority community parents, analysing current (1983) provision and developing needs; the perceptions and aspirations of the parents receive particular attention. Bibliography.

Trudgill, P, ed
Language in the British Isles. Cambridge: Cambridge University Press, 1984.

Describes the history, culture and linguistic entity of the indigenous languages of the British Isles: English; the Celtic languages (Welsh, Irish, Manx, Cornish, Gaelic); other languages (Channel Island French, Norn, Romani, Shelta and Polari). Includes sociolinguistic consideration of various non-standard varieties, and has important contributions on the languages of the newer

minorities in Britain, and the linguistic and educational issues which arise.

Verma, G K with B Ashworth
Ethnicity and educational achievement in British schools. Basingstoke/London: Macmillan, 1985.

Looks at a number of factors which underlie educational achievement or non-achievement, as part of a general exploration of the meaning of ethnicity. The book may go some way towards helping to define terms as yet imprecisely used (e.g. multiracial, multiethnic, multicultural) in the examination of intercultural and cross-cultural influences. Bibliography.

Williams, P, ed
Special education in minority communities. Milton Keynes: Open University Press, 1984.

General issues covered include assessment of children with learning difficulties, models for curriculum development in minority languages, policy matters; case studies concern Welsh speakers (slow learners) in North Wales, English speakers in Quebec, the Hispanic in Texas, and multiethnic groups in English cities (Sally Tomlinson). An overview chapter picks out central issues from the other contributions.

(B) ADMINISTRATION AND POLICY

Advisory Centre for Education
Your rights and your children's rights at school. Community Languages. London: ACE (18 Victoria Park Square, London E2 9PB), 1985.

Guidance for parents, in English and various community languages, on interaction with the school system and use or acknowledgement of home languages other than English. Quotes from national and local policy documents on attitudes to community languages, and explains what the statements mean and how they are applied.

Commission of the European Communities
Report from the Commission to the Council on the implementation of Directive 77/486/EEC on the education of the children of migrant workers. Brussels: The Commission, 1984.

A compilation by the Commission of information received by March 1983 from participating countries; includes evaluative

A compilation by the Commission of information received by March 1983 from participating countries; includes evaluative comments from the Commission on the measures taken by each country.

Council of the European Economic Community
On the education of children of migrant workers: Council Directive of 25 July 1977. EEC, Brussels, 1977. (77/486/EEC.)

Instructs member states of the European communities to take appropriate measures to promote the teaching of the mother tongue and of the culture of the country of origin of the children of migrant workers, and also, as part of compulsory free education, to teach one or more of the official languages of the host state; the measures necessary to comply with the Directive to be instituted within four years of notification of the Directive, and forwarded to the European Commission to enable it to report to the Council for the European Communities. (**See** Commission of the European Communities: Report... 1984; **and** Department of Education and Science: The implementation in the United Kingdom of Directive 77/486/EEC..., 1986.)

Crofton School
Towards a bilingual strategy. London: Crofton School (ILEA), 1986/7.

One school's analysis, based on its experience, of the needs of foreign language speaking pupils, and the measures that should be adopted to cater for them on an all-school, whole curriculum basis. Moves from a review of the language background of the pupils, and the psychological and educational implications, to a bilingual policy for all departments, with suggestions for staffing and resourcing. Includes a graph showing distribution of main language groups by ILEA division.

Department of Education and Science
The implementation in the United Kingdom of Directive 77/486/EEC on the education of children of migrant workers. London: April 1986.

Memorandum submitted by the government of the United Kingdom in response to the July 1985 questionnaire from the Commission of the European Communities (EC). Focuses on the educational needs of children of ethnic minority origin irrespective of their nationality, and provides statistics of various kinds, together with details of relevant legislation and administrative circulars and their effect. Reviews both the teaching of English as a second

language and tuition in the language and culture of origin, illustrated by practice in a number of local education authorities.

Department of Education and Science
Mother tongue teaching in school and community. London: Her Majesty's Stationery Office, 1984.

An HMI enquiry into provision in four education authorities (Ealing, the Inner London Education Authority, Manchester and Walsall), with respect to organisation and curriculum in schools at different levels and in the communities, books and materials, staffing and staff development. Calls for a consensus of good practice to resolve the present 'confused' picture, and to develop a coherent policy on 'well-considered' educational and practical grounds. Reveals varying attitudes to provision for mother tongue teaching, and considers relevant research and the effect of the EC Directive. Now largely an historical document.

Education for all. **See** Swann, Lord M, Chairman, p 29.

Edwards, J, ed
Linguistic minorities, policy and pluralism. London: Academic Press, 1984.

A collection of papers which examine issues in linguistic and cultural pluralism versus assimilation, their overlap, and the grey area between. The chapter on language policy in multicultural Britain is useful as an historical survey and checklist of policies and publications up to 1981.

Eggleston, J, D Dunn and M Anjali
Education for some; with ethnographic study by C Wright. Stoke-on-Trent: Trentham Books, 1986.

Report of a research project investigating the educational and vocational experiences of 15-18-year-old members of minority ethnic groups. Looks at school experience, educational achievement, continuing education, employment and unemployment, and the role of guidance. Compares majority and minority groups, and is intended to provide a background of knowledge against which policy decisions for an equitable multicultural society, in education and employment, can be made. Substantial chapter reviews the issues which underlay the administration of the various questionnaires.

Elliott, P
Ethnic minorities and public libraries: self-help and opportunities for co-operation. (From: *Library Management*, vol 7, no 4, 1986.) Bradford: MCB University Press (62 Toller Lane, Bradford, West Yorkshire BD8 9BY), 1986.

A study identifying a wide range of information, advice and cultural services and initiatives by self-help organisations. Suggests a number of models for cooperation between the organisations and libraries. (Also, an article based on the research: 'The relationship between public libraries, other relevant agencies and self-help ethnic minority organisations', in: *Journal of Librarianship*, vol 18, no 4, October, 1986.)

EURYDICE
The teaching of languages in the European Community. Brussels: EURYDICE Central Unit (Rue Archimède 17, B-1040 Brussels), 1984.

Dossier compiled by EURYDICE (the education information network in the European Community), containing an information note on the language teaching situation in the member states, including the United Kingdom. In the form of annotated tables for the most part. A short supplementary note makes recommendations arising from the survey. Overall a useful comparative exercise showing strengths, weaknesses and possibilities.

Her Majesty's Inspectorate of Schools
The curriculum from 5 to 16. London: Her Majesty's Stationery Office for the Department of Education and Science, 1985. (Curriculum Matters.)

A discussion document on the purposes of compulsory primary and secondary education, and how they can be given expression in the design of the curriculum. Refers in passing to the needs of the ethnic minority groups (paragraph 31) and more particularly in the linguistic and literacy section (especially paragraph 52), but the whole document should be read and evaluated in the context of the needs of a multicultural society.

Houlton, D
Teacher education in a multilingual context. Nottingham: University of Nottingham School of Education, 1986. (National Programme for Training the Trainers.)

A practical introductory guide for Lecturers, LEA advisers, senior teachers and others involved with initial and in-service

training of teachers in Britain's plural society. Focuses on what institutions and LEAs can do to meet the need for teachers able to work bilingually and to acknowledge linguistic diversity throughout the curriculum, and gives examples of training initiatives and course models, with comment. Recommendations include proposals on Qualified Teacher Status, and there is a useful chart of training needs according to phase and level of teaching situation. Notes and bibliography include references to the research evidence for supporting a child's home/community language. List of resources and of minority language bookshops.

Inner London Education Authority
Bangladeshi mothers' views of schooling in Tower Hamlets. London: ILEA (Research and Statistics Branch, Addington Street Annexe, London SE1 7UY), 1985. (RS 1029/86.)

The first of a series of surveys associated with the ILEA's Tower Hamlets Initiative (THI), begun in 1983 to discuss Bangladeshi educational needs and to formulate policies appropriate to the community's requirements. Within a generally positive attitude towards ILEA educational provision, mothers nevertheless did not favour teaching subjects in the home language, although they felt that it was desirable for the mainstream curriculum to include tuition in the home language. Other THI surveys will analyse the opinion of community groups and of fifth form pupils on educational provision in Tower Hamlets.

Inner London Education Authority
Review of languages education. London: ILEA, 1986. (ILEA 6213.)

A collection of reports presenting the evidence to underlie the Authority's future language policy. The case for supporting bilingualism in its various forms is concisely stated and supported. Useful sets of statistics for ESL, heritage languages and modern language provision are set out.

Inner London Education Authority. Committee on the Curriculum and Organisation of Secondary Schools; Chair: D H Hargreaves
Improving secondary schools. London: ILEA, 1984.

Among categories of pupils considered are those for whom English as a second language and those who are bi- or multilingual. Appendices include reports on good practice and a discussion on the extension of the idea of 'modern languages' to heritage or community languages, with suggestions for provision in the curriculum, and support for language awareness courses.

Inner London Education Authority Research and Statistics Branch *Catalogue of languages spoken by ILEA school pupils*. London: ILEA (Information Section, Research and Statistics Branch, Room A303, Addington Street Annexe, County Hall, London SE1 7UY. Tel: 01-633 1075/2896), June 1986. (RS 1055/86.)

Describes 161 home languages (other than English) spoken by pupils in inner London, as part of a biennial survey to assess the English language needs of the pupils. The catalogue describes these languages (from the 1985 census) and others recorded in the 1981 and 1983 censuses in more detail, and attempts to give some indication of the countries and areas in which they are mainly spoken. Includes language maps of Europe, Asia and Africa; a brief note on languages and dialects and the ILEA basis for distinguishing them appears in the foreword. (**See also**, ILEA Research and Statistics Branch *1985 Language census*.)

Inner London Education Authority. Research and Statistics Branch *1985 Language census*. London: ILEA (Information Section, Research and Statistics Branch, Addington Street Annexe, London SE1 7UY. Tel: 01-633 1075), February 1986. (RS 1026/86.)

The report presents the results of the fourth ILEA language census, carried out in January 1985, and documents the number of pupils in ILEA schools using a language other than, or in addition to, English at home, the languages used and the degree of fluency in English of the pupils as assessed by their teachers. Does not record dialects of English and English-based creoles, nor does it assess demand for community language teaching. Based on a nearly 100% response, 56,607 pupils (19% of the ILEA school population) who regularly use a language other than English were identified. Useful list of languages and the areas of the world where they are spoken.

Languages in Bradford; compiled by A Morawska, E Reid and G Smith. London: Community Languages and Education Project, University of London Institute of Education, 1984. (CLE/LMP Working Paper 11.)

A follow-up to the Adult Language Use Survey carried out by the Linguistic Minorities Project (1981). Language use at home and at work by speakers of Polish, Punjabi, Urdu and the Chinese languages is surveyed. Policy issues are raised in the conclusions and recommendations. (**See also** *Languages in Coventry*, *Languages in London* for parallel studies.)

Languages in Coventry; compiled by G Smith, A Morawska and E Reid. London: Community Languages and Education Project University of London Institute of Education, 1984. (CLE/LMP Working Paper 10.)

Based on the research of the Coventry Language Project (1980 and 1981) carried out by the Linguistic Minorities Project, the book is a follow-up to the Adult Language Use Survey and sets out findings about language use and language maintenance at home and at work by speakers of Polish, Ukrainian, Italian, Punjabi, Urdu, Gujarati, and Chinese languages in Coventry. Conclusions and recommendations raise policy issues. (**See also** *Languages in Bradford, Languages in London* for parallel studies.)

Languages in London; compiled by E Reid, G Smith and A Morawska. Community Languages and Education Project, University of London Institute of Education, 1985.

A detailed follow-up to the Adult Language Use Survey, originally carried out by the Linguistic Minorities Project (1979-83). Seven linguistic minorities were studied (Bengali, Chinese, Greek, Gujarati, Italian, Portuguese, Turkish); main policy recommendations and implications relate to literacy (at all age levels), access to bilingual employment, language awareness initiatives, and the potential in examination developments to foster bilingualism for community language speakers and English mother tongue speakers. Useful short bibliography. (**See also** *Languages in Bradford, Languages in Coventry* for parallel studies.)

Library Association
Library and information services for our multicultural society. London: Library Association (7 Ridgmount Street, London WC1E 7AE), October 1985 (reprinted January 1986).

Policy statement of the Association covering legislative requirements for a library and recommendations on library provision with relation to services, staffing, training, professional education and finance, bearing in mind the needs of ethnic minorities.

Lothian Region Working Party
The provision and take-up of languages other than English. Edinburgh: Lothian Regional Council, 1986.

A report which analyses the aims of language teaching, reviews current provisions in the region and areas of concern, and proposes

and discusses the implications of eight policy guidelines and recommendations for implementation.

Marland, M. See p 16

Newham, London Borough of
Making their voices heard. London: Newham Education Department (available from G Noyau, Adviser for Modern Languages), 1987.

A discussion document produced by the Borough's Language Working Party, starting from the principle that language is the concern of every teacher and permeates the operation of every part of the curriculum. The document adopts an integrated approach, taking account of overlapping subject concerns. Recommendations relate to development of language skills, appreciation of language diversity, and responsiveness to the aesthetics of language.

Rampton, A, Chairman
West Indian children in our schools. Interim Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups. London: Her Majesty's Stationery Office, June 1981. Reprinted 1982. (Cmnd 8273.)

A survey of the educational needs and attainments of black pupils of West Indian origin in England; consideration of and recommendations on pre-school influences and the role of the school pastoral system, language, the school curriculum and examinations, the transition from school to work, teacher education and non-mainstream education.

Roussou, M, ed
Greek outside Greece. National Council for Mother Tongue Teaching, 1984. (Order from G S Sidhu, 116 Waltham Close, Abbey Park, West Bridgford, Nottingham NG2 6LE.)

A profile of a Greek-speaking community in contemporary Britain, proceedings of a conference which considered origins, issues affecting Greek migrants in Britain, the needs of monolingual English teachers attempting to foster their pupils' bilingualism, and other issues in mother tongue support.

Schools Council Mother Tongue Project
Mother tongue colloquium. London: School Curriculum Development Committee (Newcombe House, 45 Notting Hill Gate, London W11 3JB), 1984.

Report of the Project through the papers presented at its conclusion in 1984 to the European Commission. Includes discussion of linguistic diversity in the British context, materials developed by the Project and processes involved, and consideration of future issues and needs, among them the need to investigate transferability of result to other languages (see Tansley, P, p 30 and Manley, D, p 49). Bibliographical references throughout to publications on theory and methodology developed by teachers associated with the Project; see Nowaz, H and Roussou, M (pp 43/44) for reports and publications respectively on the Greek and Bengali-teaching aspects.

Schools Language Survey; revised by C Harvey (Community Languages and Education Project). London: CLEP (University of London Institute of Education), 1984.

A manual of use for local education authorities wishing to document the extent and nature of linguistic diversity among their pupils. Incorporates information on the background to the Survey and method of administration. An extensively revised and extended edition of the earlier version of the Manual.

Schools Language Survey Project; report by C Harvey and E Reid to the Department of Education and Science. London: University of London Institute of Education, 1985.

The Project was attached to the Community Languages and Education Project (CLEP 1983-85) which was a follow-up to the Linguistic Minorities Project, and monitored and revised the Survey first developed by LMP. The Report assesses the original Survey, reviews the measures taken to monitor and promote it during the life of CLEP, and speculates on its future in connection with the establishment of a data bank, one of its aims. The checklist of LEA interest in SLS, and the summary of the position in English LEAs by 1985 give valuable pointers to authority attitudes.

Swann, Lord M, Chairman
Education for all. Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups. London: Her Majesty's Stationery Office, March 1985. (Cmnd 9453.)

Includes a summary of the interim (Rampton) report (q.v.). Among main issues considers the significance of pluralism in society, effects of racism, levels of achievement, teacher education, language. The emphasis on the importance of ESL, together with opposition to the introduction of mother tongues other than English

into maintained schools runs somewhat counter to the submissions from individual language communities which are reproduced in the Report.

Tansley, P
Community languages in primary education. Windsor, Berkshire: NFER-Nelson, 1986.

Within the context of the debate on linguistic diversity and mother tongues other than English in the educational system, reports on the final year (1984-85), under the author's direction, of the Schools Council Mother Tongue Project, with strategies for support by local education authorities, schools and teachers, and the development of materials. Assesses the impact of the Project at national, local and school level and reviews likely trends. States the case for a state-funded national clearinghouse to collect and disseminate information on bilingualism and the need for materials, in tandem with Language Development and Training Units which would oversee developments in methodology, teacher training, materials and examinations for individual languages.

Taylor, M J
Chinese pupils in Britain. Windsor, Berkshire: NFER-Nelson, 1987.

A review of research into the education of pupils of Chinese origin. Assembles research evidence on their socioeconomic, cultural and educational position in the United Kingdom. The substantial language section includes consideration of ESL and mother tongue teaching, and discussion in the report as a whole assumes a knowledge of issues of multicultural education and mother tongue teaching treated in greater depth in the author's earlier review of research on pupils of South Asian origin (*The best of both worlds...?*, 1985).

Tsow, Ming
Mother-tongue maintenance: a survey of part-time Chinese language classes. London: Commission for Racial Equality, 1984.

Examines their organisation, teaching methodology, relationship to the mainstream curriculum and the attitudes of parents and children. Recommendations are applicable to other language groups.

Victoria, Australia. State Board of Education and Ministerial Advisory Committee on Multicultural and Migrant Education.

The place of languages other than English in Victorian schools. Melbourne: State Board of Education, 1985.

A policy document which puts forward arguments for teaching languages additional to English to all children. The language needs of students from non-English speaking backgrounds and from English-speaking families are treated separately. The policy provides for widening the language curriculum (mainstream only) within a timetable and for regular review of progress. Points of interest for Britain.

West Indian children in our schools. See Rampton, A, p 28

(C) SECOND LANGUAGE ACQUISITION, BILINGUALISM AND BILINGUAL EDUCATION

Abudarham, S, ed
Bilingualism and the bilingual. Windsor, Berkshire: NFER-Nelson, 1987.

Contributions, in a field hitherto little explored, on the general area of assessment, identification and management of communication problems in bilingual children, with input from the fields of linguistics, psycholinguistics, psychology, education and sociology. Useful survey of bilingualism as a phenomenon, its terminology and typology, with specific contributions on speech therapy, English as a second language, mother tongue teaching, Black English in Britain, error analysis and Indic languages.

Arnberg, L
Raising children bilingually: the pre-school years. Clevedon, Avon: Multilingual Matters, 1987.

Defines and describes types of family bilingualism, and offers a checklist of important points and an indicator of probable success (Family Bilingualism Rating Scale). Suggestions for programmes of bilingual upbringing are illuminated by a survey of research findings and by case studies of bilingual families. Written with the needs of parents in mind, but will also be of interest to professionals in education, health, psychology and linguistics.

Cummins, J
Bilingualism and minority-language children. Toronto, Ontario: OISE (Ontario Institute for Studies in Education) Press, 1981. (Language and Literacy Series.)

Reviews research findings and theories related to bilingualism in children whose first or home language is different from the language of the wider community and its schools. Focus on Canadian context, but the principles of bilingualism and bilingual education considered are applicable in other national contexts. A popular treatment by a well-known investigator in the field.

Cummins, J
Bilingualism and special education: issues in assessment and pedagogy. Cleveland, Avon: Multilingual Matters, 1984.

Includes a survey of the psychological research on bilingual education, and considers the pedagogical practices relevant to the achievement of minority children. Explains psychometric concepts as used to evaluate the academic performance of minority children, and remedial practices developed in response to academic failure.

Cummins, J
Heritage language education: a literature review. Toronto, Ontario: Ministry of Education, 1983.

Examines the effects of incorporating the heritage languages of minority students into the regular school curriculum either as subjects or as mediums of instruction, and is particularly useful for citations of research, some of it unpublished. Policies and programmes (mainly enhancement in Canada, transitional - to English - elsewhere) are described in Canadian context, but evidence from them is useful in other countries. Mother tongue maintenance in bilingual programmes is shown to be academically valuable; the case for bilingual programmes showing improved performance in English academic skills as opposed to skills developed by minority students in English-only programmes has not yet been proved.

Cummins, J and M Swain
Bilingualism in education. London/New York: Longman, 1986.

A collection of papers on aspects of theory, research and practice which should help to provide policy-makers and teachers with a research and theory-based rationale for bilingual education, together with suggestions for programmes of implementation. The authors explore the meaning of bilingual proficiency in an educational setting, with consideration of such issues as when to develop second language skills, the purpose of bilingual education, assessment of proficiency, and the usefulness of research findings across contexts (i.e. from one country to another).

Cziko, G A and R C Troike
Contexts of bilingual education: international perspectives and issues. *AILA Review*, no. 1, 1984.

Includes discussion of the role of linguists involved in applying their knowledge to bilingual education programmes; some contexts in which bilingual programmes occur, with case studies, and the issues and generalisations resulting. Emphasis on language learning in a meaningful context, teaching of language skills in support of the rest of the curriculum, and the importance of motivation.

De Jong, E D
The bilingual experience. Cambridge: Cambridge University Press, 1986.

A book for parents, mainly anecdotal, and interesting primarily for showing the variety of solutions adopted by parents to meet the needs of the potentially bilingual child, and the individual differences and concerns which underlie a superficially similar situation.

Dodson, C J, ed
Bilingual education: evaluation, assessment and methodology.
Cardiff: University of Wales Press, 1985.

A collection of papers which evaluate, assess and discuss the classroom methodology developed in the Schools Council projects on bilingual education at primary school level (1968-1975) and secondary school level (1974-1978), and includes a paper on bilingual education programmes in Wales and Canada for comparison. The author claims that the Bilingual Method described is suitable for bilingual education at all levels, and can also be used successfully for second and foreign language learning.

Grosjean, F
Life with two languages. Cambridge, Massachusetts/London: Harvard University Press, 1982.

A general introduction to bilingualism: in the world and in the United States, in society, in the child, in the adult, in speech and language; throughout, includes direct testimony from bilinguals on how they use their two (or more) languages in various contexts and in response to different stimuli from education and attitude.

Harding, E and P Riley
The bilingual family. Cambridge: Cambridge University Press, 1986.

A handbook for parents which surveys the development of language in children, the nature of bilingualism and its development in the bilingual child, and the pros and cons for families of bringing up their children as bilinguals. Case studies; list of recommended reading.

Hartford, D, A Valdman and C R Foster, eds
Issues in international bilingual education: the role of the vernacular. New York/London: Plenum Press, 1982.

Papers on transitional bilingual education, teacher training, the social and political underpinning of bilingual programmes in various countries, and the relationship between language and nation.

Inner London Education Authority. *Review of languages education*. See p 25

Miller, Jane
Many voices: bilingualism, culture and education. London: Routledge & Kegan Paul, 1983.

An exploration of language diversity with suggestions of ways in which it might be exploited in the classroom as part of the development of a multicultural curriculum. Extended interviews with bilinguals investigate the reality of using more than one language in daily life and work.

Miller, N, ed. See p 47

Paulston, Christina Bratt
Swedish research and debate about bilingualism. Stockholm: National Swedish Board of Education, 1982.

A review of Swedish research on bilingual education, which raises the familiar issues and is intended to be generalisable to the international context. Analysis of the Swedish situation and measures taken to maintain the home (non-Swedish) language leads to pessimism about the possibility of maintaining bilingualism in the long run.

Perdue, C, ed
Second language acquisition by adult immigrants: a field manual. Rowley, Massachusetts: Newbury House, 1984.

An international study covering the learning of 5 languages: Dutch, English, French, German and Swedish, by speakers of 2 source languages (from Arabic, Finnish, Italian, Punjabi, Spanish, Turkish). The project is investigating a wide range of interrelated linguistic, discourse, social and psychological phenomena, focusing on adult immigrants moving from 'less-developed' to 'more developed' nations within Europe. The methodology of this type of widescale empirical research is likely to be as informative as its findings.

Saunders, G
Bilingual children: guidance for the family. Clevedon, Avon: Multilingual Matters, 1982.

A professional, linguistic look at how one family has gone about raising its children bilingually over eight years, and of how each child's bilingualism affects development of bilingualism in the others. Anecdotal, but based on careful logging of linguistic development. Introductory essay on bilingualism; glossary of terms. For the general reader: parents, educators.

Teaching through the medium of a second language. Report of a Canadian/Welsh Seminar (University of Wales, Gregynog, Powys, May 1979). Cardiff: HMSO for Welsh Office Education Department.

Investigation of and comparison of the Canadian/Welsh experience, including motivation, concept development in young children through bilingual education, assessment of attainment, policy considerations. The seminar found that a large range of factors in second language teaching was common to both situations.

Tosi, Arturo
Immigration and bilingual education. Oxford: Pergamon Press, 1984.

A case study of movement of population, language change and education within the EEC. Explores the relationship between societal bilingualism (language attitudes and use by immigrants and changes undergone in a new environment) and bilingual education (educational measures designed to overcome monolingual schooling in the majority language, and to improve learning opportunities for minority children). Surveys research literature and presents case studies of Italians who moved from rural areas of

southern Italy to long-term settlements in industrial urban areas of England. Main topics cover immigrants' bilingualism and language change, aspects of mother tongue teaching and learning, maintenance of mother tongue and culture. Indexes of places, languages, topics.

(D) INTERCULTURALISM AND LANGUAGE DIVERSITY

Bagley, C and G K Verma, eds
Multicultural childhood: education, ethnicity and cognitive styles. Aldershot, Hampshire: Gower Publishing Company, 1983.

Papers on the reaction of individual communities, mainly in Britain, to the demands of education and cross-cultural cognitive styles in the school years, and the transition from school to work. There are also transcultural studies based on India and on the Netherlands. Introductory essay stresses the importance of race relations and the effects of racism.

Boos-Nünning, U and others
Towards intercultural education; translated from the German by David McLintock. London: Centre for Information on Language Teaching and Research, 1986.

A comparative study of the education of migrant children in Britain, England, France and the Netherlands, taking the form of case studies arising from EC-sponsored pilot projects, together with recommendations for the further development of reception teaching and mother tongue teaching. Translation of an evaluation carried out (1979-80) by the ALFA research team on behalf of the Commission of the European Communities. **See also** Council of Europe (Council for Cultural Co-operation: *Education of migrants children...* (1983)), p 37.

Council of Europe
The education and cultural development of migrants. Strasbourg: Council of Europe (Council for Cultural Co-operation, School Education Division), 1986.

The final report of Project Group No.7 on five years' work, presented to a closing conference (Rotterdam, 1986). Findings, conclusions and recommendations are supplemented by a glossary proposing definitions of terms (e.g. culture, ethnic minorities) associated with immigration and migration. **See also** the

report of the final conference below: *Migrant culture in a changing society*.

Council of Europe
European declaration on cultural objectives; conception, text and drawings by Yona Friedman. Strasbourg: Council of Europe, 1984.

An analysis in text and drawings of the elements of cultural understanding: definition of culture, illustration of heritage, cultural freedom, development of human skills, promoting participation, encouraging solidarity, creating a future. Simple text, witty drawings. Text of the Declaration is appended.

Council of Europe. Council for Cultural Co-operation (School Education Division)
Education of migrants' children: compendium of information on intercultural education schemes in Europe. Strasbourg: Council of Europe, 1983.

The accounts of schemes for various age ranges and at different levels in the contributing countries, including the United Kingdom, present points of interest for practice in Britain. **See also** Boos-Nünning (p 36).

Council of Europe
Intercultural education: concept, context, curriculum practice; C Jones and K Kimberley, eds. Strasbourg: Council for Cultural Co-operation (School Education Division), 1986.

Papers from an international conference (London 1984) which explored the concept of intercultural education and surveyed its history, the context in which schooling takes place, particularly for migrants and new settlers, and the intercultural curriculum, languages being one of the subject areas selected for detailed specification of practice within the secondary curriculum. Substantial British contribution.

Council of Europe. Council for Cultural Co-operation (School Education Division).
Migrant culture in a changing society: multicultural Europe by the year 2000; Colloquy (Strasbourg, 1983). General report by Micheline Rey. Strasbourg: Council of Europe, 1983. (CDCC Project No.7 DECS/EGT(83)10.)

A description and exploration of aspects of interculturalism, drawing on case studies, visits to projects, materials production of the relevant target groups, and including several British

contributions. Reports on: multicultural Europe in the year 2000 - challenges and opportunities; the role of the school in a changing society; migrant culture and its educational implications.

Dalphinis, M
Caribbean and African languages: social history, language, literature and education. London: Karia Press, 1985.

The social history of the development of Creoles and the literatures they give rise to. Useful linguistic and structural analysis of various Creoles, and discussion on maintaining them in a British context and using them as a base for transition to standard English as educational medium, for which the author suggests a number of methods.

Donmall, B G, ed
Language awareness. Edited papers from a Working Party for the Fourth Assembly of the National Congress on Languages in Education (York, 1984). London: Centre for Information on Language Teaching and Research (CILT), 1985. (NCLE Papers and Reports.)

Defines language awareness and makes recommendations for its inclusion in the curriculum. Papers examine the implications of some initiatives, and describe some programmes. Of interest to language teachers across the spectrum: case studies include experiments on introducing community languages into the curriculum. (**See also** National Congress on Languages in Education, p 56.)

Le Page, R B and A Tabouret-Keller
Acts of identity. Cambridge: Cambridge University Press, 1985.

A sociolinguistic treatment of Creole-based approaches to language and ethnicity, with the aim of helping children in multilingual communities to profit from their educational opportunities, and of helping to improve their opportunities and the understanding of teachers. Language theory is extensively illustrated by data from the language use of Caribbean-based Creole speakers and West Indian communities in London. Concepts and stereotypes of ethnicity are analysed in relation to acts of identity and the role of language.

London Borough of Waltham Forest. Language Diversity Workshop
Talk about Variety. London: Borough of Waltham Forest (Multicultural Development Service, Markhouse School, Markhouse Road, London E17 8BD; 01-520 4878), [n.d].

Three booklets: 1. *Who speaks what*; 2. *What to do about it*; 3. *Where to go for help*. 1 describes some features and cultural use of some of the main languages in the Borough, including the local dialects; 2 gives suggestions for ways of incorporating notions of linguistic diversity in the classroom: ideas to try, topics; 3 includes bookshops and publishers with their language specialities and other sources of information, and ways of exchanging ideas among teachers.

Orzechowska, E
What it means to be a bilingual child in Britain today. London: Centre for Multicultural Education, University of London Institute of Education, 1984. (Working Paper 4.)

An examination of the reality of linguistic diversity in the context of its historical development in Britain, using the cultural, social and linguistic experience of a child from a Polish-speaking family, and one from a Bengali-speaking family. Models of bilingual development and provision of school-based and education authority initiatives are considered.

Poulter, S M
English law and ethnic minority customs. London: Butterworths, 1986.

Attempts a systematic description of the provisions of English law which tend to impinge on ethnic minority customs. Argues for balance and an acceptable degree of compromise and suggests guidelines for establishing the dividing line between the freedom of ethnic minorities and observance of British customs. The arguments are based on a close analysis of relevant provision in British law at December 1985, taking into account the minority custom in its original context, factors affecting it in the British context, and assessing the scope for legal reform. Bilingualism and bilingual education are considered within this framework.

Robinson, G L N
Crosscultural understanding. Oxford: Pergamon Institute of English, 1985. (Language Teaching Methodology Series.)

Explores second culture acquisition by analysing the process by which first cultures are acquired, and helps in this way to define the

dimensions of multiculturalism. The analysis is seen as useful for those in ESL, bilingual and foreign language teacher training programmes in particular and language teaching methods courses in general. Illustrated by a case study of an ethnographic interview.

Robinson, G L N
Issues in second language and cross-cultural education. Boston, Massachusetts: Heinle & Heinle Publishers, Inc, 1981.

A collection of studies in second and foreign language education, which explores attitude and cultural understanding as essential components of language learning in the classroom. The book presents the findings of some key studies, and could contribute to present-day notions of language awareness and language diversity.

Seelye, H Ned
Teaching culture: strategies for intercultural communication. Lincolnwood, Illinois, USA: National Textbook Company, 1984. Second edition.

Presents the rationale for the development of intercultural skills, and concrete suggestions and strategies for attaining them. Particular attention to multicultural diversity (theories of cognitive development and cognitive style) and the problems and concerns of the bicultural. Offers examples of how to teach every subject in school to include a plural cultural dimension.

Sutcliffe, D and A Wong, eds
The language of the black experience. Oxford: Basil Blackwell, 1986.

A collection of papers on black language and literature affecting and being affected by use and development in Britain. Articles analyse the cultural experience from which black music and literature have developed and attitudes towards language (French and Caribbean-based Creoles, London Jamaican and Black London English), and the effect of school language policies.

(E) TEACHING PROBLEMS AND METHODOLOGY

Agnew, L, J Mclaughlin, R Lucas and S Nicholls
Mother tongue and ESL. London: Inner London Education Authority ESL Publishing Group (ILEA Language and Literacy Authority Unit, County Hall, London SE1), 1984. (ESL Issues 1.)

A collection of papers providing a general introduction to bilingual approaches, including discussion of the theory and practice of using the mother tongue in the ESL classroom, the political and

pedagogical implications of the current situation, and possible future developments. Throughout, the distinction between mother tongue teaching as mother tongue maintenance and use of the mother tongue in bilingual approaches to teaching ESL is observed.

Baksh, Q, E Harding and C Vaughan
Teaching the bilingual child. London: Commission for Racial Equality, 1985.

Report of experiment in using bilingual methods for teaching English to Punjabi-speaking children in one reception class at an infant school. Interesting as a blueprint for other case-studies of this kind (i.e., not using scientifically selected pupil groups). Useful appendix comparing some points of Punjabi and English grammar.

Communicative language learning and the teacher: Lectures in the Modern Languages Programme of the Council of Europe; by JLM Trim and J van Ek. London: Centre for Information on Language Teaching and Research, 1984.

Reviews the development of the notional/functional approach and its expression in the threshold level. Bibliography.

Council of Europe. Council for Cultural Co-operation. Modern Languages Project
Migrants' language learning. Report on Workshop 5 of the International Workshops for Trainers of Modern Language Teachers (Furudal, Sweden, June 1986); C-A Sparrman and M Williams, eds. Strasbourg: Council of Europe, 1987.

The Workshop aimed to find ways and means within the structure of initial and in-service teacher training of developing methods leading to more communicatively oriented language teaching. Topics explored and reported on: non-formal teacher training strategies; integration of second language and mother tongue teacher training; learning languages in and out of school; strategies for using real communication in teacher training. The report includes a list of videos, students' work, surveys, slides, materials presented. Useful for ideas drawn from a number of countries, including Britain.

Graded Objectives in Modern Languages (GOML)

A staged or graded approach to teaching and testing along the lines of music and gymnastics examinations; recommended reading list together with a summary of the basic principles involved is available from CILT. Information on where syllabuses are being

developed for a wide range of languages (including some main community languages) can be consulted in *GOML News* (orders to CILT).

Hayes, S K
Drama as a second language: a practical handbook for language teachers. Cambridge: National Extension College, 1984.

Although concerned with the needs of the ESL/EFL student or the English mother tongue speaker with literacy problems, the suggestions might be adapted for use with other categories of second language learner, where a more active context might prove useful.

Houlton, David
All our languages. London: Edward Arnold, 1985. (Schools Council Publications.)

A handbook for the teacher in the multilingual classroom looking for guidance on classroom practice. Reports the thinking and practice developed by teachers who co-operated with the Schools Council Mother Tongue Project to devise their own methods for introducing language diversity into the curriculum and responding to the languages of their pupils through, e.g. materials production, home-school liaison, and the use of bilingual colleagues.

Hounslow Teachers' Centre, Primary ESL Unit
Bilingual project with under 5's at Hounslow Heath Infants School. London Borough of Hounslow, 1983.

Report of the project investigating the use of bilingual support teachers to develop the linguistic skills, ESL and mother tongue, of children in nursery education. Instruments used or developed to assess the progress of the children are shown in the appendices.

Inner London Education Authority
Developing language skills. London: ILEA. Primary Advisory Team of the Unified Language Service in association with The Diagnostic Centre, Ebury Teachers' Centre (Sutherland Street, London SW1V 4LH), 1984.

A resource book for primary teachers with second language (ESL) learners in their class. There are articles on reading, writing, stories in the multilingual classroom, mother tongue maintenance, with suggestions on how to use and develop resources. Useful list of further sources and resources is included.

Leach, R
Making materials: a handbook for creative language teaching. Cambridge: National Extension College (18 Brooklands Avenue, Cambridge CB2 2HN), 1984.

Shows how to draw cartoons, use graphics, cassettes and video, exploit pictorial material. Examples of teaching and non-teaching texts and ways of using them.

Molteno, M
Teaching Britain's community languages: materials and methods. London: Centre for Information on Language Teaching and Research, 1986.

Among the topics covered are: learners and their needs; experimenting with new methods; new books for secondary schools; designing a course book. Examples are taken from Urdu, but the problems discussed are common to the teaching of many community languages in Britain. The book will also help the practising teacher to select and provide suitable materials for the widely varying needs of learners.

Nowaz, H
Teaching Bengali as a mother tongue in Britain. London: Schools Council Publications, 1984.

Aims to provide practical information for mother tongue teachers on teaching approaches, the general background to this work and to the resources which may be available to them, and on how the material developed in the Schools Council Mother Tongue Project may be used in this work. Includes lists of sources (organisations, bookshops, publishers) of information and materials. Bilingual (Bengali/English) text. With Bengali teachers who collaborated with the SCMTP.

Open University. Professional Development in Education Team *Every child's language*. Book 1: *Topics and activities*; Book 2: *Case studies*; Book 3: *Resources and Information Guide*; cassette. Clevedon: Multilingual Matters in association with the Open University, 1985.

An in-service pack for primary teachers including, in Book 1, topics on language diversity and on the bilingual child, as part of a language awareness approach. Book 3 contains a useful section on finding information on language and identifying sources and resources. The case studies illustrate many theoretical points, showing practical implications and activities in the classroom, and

there is constant cross-reference between practice and theory throughout the pack.

Peterborough Centre for Multicultural Education
Diwali and other aspects of Hinduism. 3rd edn. Peterborough: The Centre (165A Cromwell Road, Peterborough PE1 2EL; 0733 62877), [n.d.]

Project guidelines for teachers unfamiliar with Hinduism and the cultural traditions and life-styles of the Hindu peoples. Not confined to religious studies: the potential for an inter-disciplinary approach in different subject areas or departments is stressed. Substantial section listing suggestions for practical work; extensive booklist includes references to artefacts of various kinds, slides, filmstrips, videos. List of further sources of published material.

Peterborough Centre for Multicultural Education
Language across the curriculum in the multicultural primary school. Peterborough: The Centre (165A Cromwell Road, Peterborough; 0733 62877), 1984.

Record of a term-long in-service training course at a primary school wishing to develop the curriculum through language support of bilingual and potentially bilingual children. Attention to language awareness, with many ideas for developing methods and materials using apparatus.

Roussou, M
Teaching Greek as a mother tongue in Britain. London: Schools Council Publications, 1984.

Aims to provide practical information for mother tongue teachers on teaching approaches, the general background to their work and to the resources which may be available to them, and on how the material developed in the Schools Council Mother Tongue Project may be used in this work. Includes lists of sources (organisations, bookshops) and resources (books and other teaching materials). Bilingual(Greek/English) text. With the Greek teachers who collaborated with the SCMTP.

Wallace, C
Learning to read in a multicultural society. Oxford: Pergamon Institute of English, 1986.

Looks at the socio- and psycholinguistic realities underlying and explaining the relationship between language, literacy and reading, particularly for the bilingual, and sometimes biliterate learner. Not

a teaching text, although the book contains some suggestions for lesson plans. Theories and practical suggestions for materials and exercises are linked throughout to case studies of teacher/learner interactions, with emphasis on bilingual learners, and a chapter on evaluation, materials and books available for use in the multicultural, multilingual classroom. Bibliography.

(F) TESTING, EXAMINING, ASSESSMENT

Language Testing. **See** entry in Periodicals section.

Amin, S, J Broadbent and M Mehta
Graded objectives, graded tests and 16+ examinations for community languages. National Council for Mother Tongue Teaching, 1985.

A discussion paper intended to help community language teachers to decide whether a scheme of graded objectives would help them in their teaching. Includes a general survey of graded objectives and of different kinds of graded tests and Mode 3 CSE papers for community languages. Recommendations include greater co-operation between professional organisations and LEAs at national level, and the establishment and maintenance of a mother tongue teaching directory.

Clark, J and J Hamilton
Syllabus guidelines 1: Communication. London: Centre for Information on Language Teaching and Research (CILT), 1984.

The guidelines have emerged from work on graded levels of achievement in foreign language carried out in Lothian region, and are divided into communicative areas according to functional/notional principles. Useful introduction discusses the development work and principles of application. Theories include language awareness.

English Language Support Service, Rochdale
Pupil profile and second language appraisal procedure. Rochdale: ELSS (Fieldhouse School, Greenbank Road, Rochdale OL12 OHZ; 0706 47078), 1985.

Not a test or an assessment, nor an indicator of academic proficiency or potential, or degree of cognitive development. 'Appraisal' is of the learner's communicative competence within school and classroom, and hence of ability to meet learning demands. The procedure is described in detail, with examples, and includes

three stages: collection of oral and written data, analysis of sample texts according to particular criteria, recording information.

Examinations in community languages; compiled by G S Sacha. London: Inner London Education Authority (Bilingual Development and Community Languages Team), June 1986.

A collection of information sheets on provision by GCE and CSE boards and the Institute of Linguists; includes details of languages catered for, rationale of the examinations offered by the various examining bodies and basic information on how these bodies are constituted.

GCSE examination criteria for community languages; ILEA/CRE Multilingual Group. Revised preliminary draft. London: Steering Group (C/O Ming Tsow, Room 241b, ILEA, County Hall, London SE1 7PB), August 1986.

A consultative document issued by the group of multilingual teachers and officials from all the examination boards.

Hounslow Community Language Service
Guidelines for ESL assessment and record-keeping in the primary school. Hounslow, Middlesex: Primary CLS Unit (Smallberry Green Centre, London Road, Isleworth, Middlesex), 1986.

A practical approach, in summary form, covering assessment at first and second stage, ESL writing skills, comparative difficulties for Asian pupils. Useful checklist of points to look for in assessing needs, and examples of record sheets, including a mother tongue report which relates ability in English to ability in the mother tongue, and the difficulties of behaviour, attitude and learning that may arise. Bibliography of assessment guidelines.

Institute of Linguists Educational Trust
Bilingual Skills Certificate. London: The Institute (24a Highbury Grove, London N5 2EA)

A qualification primarily for those working or intending to work as community advice workers in a statutory agency or an advice agency. Tests practical bilingual skills, written and oral, in a community language and English, with particular reference to common situations in official (e.g. public or welfare) agencies; translation skills; interpreting skills. The examination, effective in 1987, will be offered in 12 community languages (Bengali, Chinese (Mandarin and Cantonese), Greek, Gujarati, Hindi, Italian, Polish, Portuguese, Punjabi, Spanish, Urdu, Vietnamese) with English,

after a course of studies in institutions approved by the Institute. Syllabus, sample papers, further information from the Institute.

Language examinations of the: Institute of Linguists Educational Trust; London Chamber of Commerce and Industry; Royal Society of Arts. Produced in association with the Centre for Information on Language Teaching and Research, 1985.

A guide to help teachers and learners who may be familiar with 'O' and 'A' level exams to find alternatives suited to their needs. Useful also for employers and for those wishing to go on to further and higher education.

Miller, N, ed
Bilingualism and language disability: assessment and remediation. Beckenham, Kent: Croom Helm; San Diego, California: College-Hill Press, 1984.

Concerned with speech and learning difficulties in bilingual children as presented to remedial teachers, psychologists and speech therapists. Deals with patterns of language usage, normal bilingual language acquisition, cognitive development, management issues through counselling, teaching and training.

Mobley, M and others
All about GCSE. London: Heinemann Educational Books, 1986.

A summary of the basic information on organisations, resources, the national criteria, grading syllabuses and coursework, preparation of candidates and teachers, with the implications for the classroom and for examining boards.

Omaggio, A C
Proficiency-oriented classroom testing. Washington, DC: Center for Applied Linguistics, 1983. (Language in Education 52.)

Analyses the notion of proficiency as a merger between function, content and accuracy producing communicative competence at various levels of learning, and looks at the relationship of proficiency measurements to specific achievement measurements at classroom level. Part of a project to develop standard, universally acceptable language proficiency guidelines for the language skills and culture across languages.

Royal Society of Arts Examinations Board
Diploma in the Teaching of Community Languages.

Aims to provide training and to award the Diploma for teachers already working or who have worked in the field of community languages in supplementary or mainstream schools and colleges, after satisfactory completion of an approved course. Details from the RSA.

(G) MATERIALS

Dual language books have become increasingly popular as teaching texts. They have not been separately listed here, but references to sources may be found on p 52ff, and in the Publishers and Teachers' Centres sections. There is a discussion on their use as teaching texts in Molteno, M (p 43).

Afro-Caribbean Education Resources - see *Organisations* section.

Alexander, K
Putting on the style: an author's handbook for the textual component of courseware. London: Further Education Unit,1986.

Practical advice, with illustrative material, for producing the textual component of course materials. Concise coverage of steps from making a bookplan to production of hard copy. Bibliography and index.

At home. Ethnic Minorities Support Service, Materials Production Unit. Metropolitan Borough of Sandwell (Teachers' Centre, Churchbridge, Oldbury, Warley, Sandwell, West Midlands B69 2AX).

A pack of A3 cards and sheets designed to stimulate, practice and extend the language of pupils with English as a second language across the age range. Representations of families reflecting British multicultural society and of furniture and home backgrounds may also be used for different types of language work with English mother tongue nursery and infant pupils, in other mother tongue programmes and in other modern language programmes.

Cheke, R
The first few weeks. London: ILEA Learning Materials Service, 1977.

A series of bilingual phrasebooks (Chinese, Gujarati, Punjabi or Urdu with English) for use in British schools by new arrivals needing a quick introduction to the language of school. The suggested method of use and the content imply a literate user of

secondary age, but primary school children literate in one of the languages might also find parts of the book useful.

Inner London Education Authority.
Welcome Poster. London: ILEA Television and Publishing Centre (Thackeray Road, London SW8 3TB; 01-622 9966).

Contains the word 'welcome' written in the 30 languages most commonly spoken in the homes of children in ILEA schools (**see also** Inner London Education Authority *Catalogue of languages*, and *1985 Language Census*, p 26), with space for additions. Accompanying leaflet translates 'welcome' into 69 additional languages.

Language Information Network Co-ordination
The Children's Language Project. Andover, Hampshire: Philip & Tacey, 1984.

The Project produced four Activity Cards (Languages at home, Languages at school, Languages around us, Languages near and far) for teachers to use with children aged 7-11, to explore a particular aspect of the children's language experience. The associated teacher's book gives background information on minority languages spoken in Britain, together with suggestions for using each card, and includes a list of other resource materials and examples of the children's work in language awareness.

The magnetic way - into language. Cambridge: Martin Ballard & Co. Ltd (7 St Paul's Road, Cambridge CB1 2EZ).

A visual resources bank intended for use at the earlier stages of learning any first or second language. Four packs (country and seaside, interior scene, street scene, people in action), are varied by building up pictures by placing overlays in layers on a backsheet. Multicultural supplement to 'people in action' allows for cross-cultural dimension. Brief notes for some of the materials (multicultural packs) in preparation by Newham Language - Reading Team (Credon Centre, Kirton Road, Plaistow, London E13 9DR); available summer 1986.

Manley, Deborah
Look, no words! York: Longman for School Curriculum Development Committee, 1986.

A guide to text-free materials which can be used for teaching any language. Includes information on resources (e.g. toys, board and card games, pictures and other everyday materials) which can be

used to supplement and enrich language work. Section on making teaching aids; suggestions for thematic language development; list of suppliers of materials.

Minority languages: magazine. BBC Radio in association with the Inter-cultural Curriculum Support Service (Gorway Block, Gorway Road, Walsall, West Midlands WS1 3BD; 0922 613125), 1985.

Teachers' notes to accompany five broadcasts, one each in Urdu/Hindi, Bengali, Gujarati, Punjabi, Cantonese, which include examples of language in use (e.g. plays, conversations, songs, stories, jokes). Notes are in the language concerned, and in English.

Mother Tongue Fact Bank

Social, welfare, educational, medical, housing and local government information on cards. Bilingual (with English) versions in Urdu, Gujarati, Punjabi, Hindi and Bengali. Concise, clear summaries and useful cross-referencing between subjects, in recognition of the often multi-dimensional nature of individual problems and concerns. The material is also on audio tape cassette; blank cards can be provided for additional information.

Mould, W

Welcome to your school. Newcastle upon Tyne: W Mould (Multicultural Centre, Goathland Primary School, Goathland Avenue, Longbenton, Newcastle upon Tyne, NE12 8LB; 091-270 2557)

Booklet prepared to help parents whose first language is not English to understand and participate in the school system: information on the law and on interacting with the school (times, parents' meetings, health, etc), in English with translation into Bengali, Chinese, Punjabi, Urdu.

National Association for the Teaching of English

NATEPACK: Teaching English and language in a multicultural society; ed. Andrew Stibbs. Sheffield: NATE (49 Broomgrove Road, Sheffield S10 2NA; 0742 683924), 1987.

A collection of papers intended to help teachers to teach English and language in ways appropriate to a culturally diverse society. Some items on resources and methods for use with classes containing bilingual children in multiethnic schools, but main emphasis is on materials for teachers in predominantly white schools, with particular reference to problems of racism. Recommendations on literature and literature teaching, pedagogy (antiracist strategies,

relationship between linguistic/cultural diversity and educational success), language support (e.g. use of mother tongue in primary school, bilingual reading books). Sections on sources of materials (publishers, bookshops); annotated book and organisations lists. The pack will be updated from time to time.

National Committee on Regional Library Co-operation. Working Party on Materials for Ethnic Minority Groups. *Reprint*. London: London and South Eastern Library Region (LASER, 33/34 Alfred Place, London WC1E 7DP), 1984.

Recommendations and criteria for building up and recording collections in minority languages, and for establishing a local library service based on the collections. Some existing schemes and specific recording problems e.g. translation of Indic languages material described in appendices. Bibliography.

Parnwell, E C and K A Faruqi
Oxford picture dictionary. Delhi: Oxford University Press, [n.d.] 2 vols: English-Urdu, English-Hindi.

Picture illustrations of vocabulary classified by living environment, occupation, nature, etc. For children and adults.

Tansley, P, H Nowaz and M Roussou
Working with many languages: a handbook for community language teachers. London: School Curriculum Development Committee, 1985.

A handbook arising from the fourth year of the Schools Council Mother Tongue Project during which issues of materials development for different language groups were discussed with reference to teaching methods, resources, classroom management and home/school/community liaison. Gujarati, Hindi, Italian, Malayalam, Punjabi, Portuguese, Sinhalese, Spanish, Tamil and Urdu were used to show the possibilities for other languages, and practical solutions to common problems of materials development and teaching methodology.

Yates, V, E Christmas and P Wilson
Cross-cultural training. London: National Centre for Industrial Language Training, 1982.

A manual for trainers, supervisors, trade unionists and others who need to develop skills and effective communication across a language barrier and with different ethnic and cultural groups.

Mainly an extensive materials bank, with a short introduction on theory and methodology.

Yousuf, Q and M Molteno
Sharing our languages. London: Croydon English Language Scheme (South Norwood Adult Education Centre, Sandown Road, London SE25), 1985.

Suggestions for starting community language teaching in general, but referring specifically to the teaching of Urdu. Incorporates exemplar materials for Urdu and examples of the same materials in Hindi, Gujarati, Punjabi and Bengali, together with teachers' notes and some suggested lesson plans. The approach illustrates the usefulness of a team containing monolingual and bilingual teachers of English as a second language and community languages for producing better and more methodologically sound materials and lessons than either could do alone.

(H) BIBLIOGRAPHIES AND SURVEYS

Afro-Caribbean Education Resource Centre
The Caribbean in the classroom. M Atkins, comp. London: ACER (Wyvil School, Wyvil Road, London SW8 2TJ; 01-627 2662), 1987.

An annotated resource list of publications on Caribbean arts and culture, artefacts and further sources of information. Includes Black British experience. Small section on language.

Afro-Caribbean Education Resource Centre
Resource and information guide. 3rd edn. London: ACER (Wyvil School, Wyvil Road, London SW8 2TJ; 01-627 2662), 1987.

List, with occasional brief annotations, of organisations/agencies, books, films/speakers, storytellers, artists, exhibitions, newspapers and publishers reflecting a Black perspective.

Bilingual educational publications in print 1983; including audio-visual materials. 1983 edn. New York/London: Bowker, 1983.

Lists books and audio-visual materials for use in bilingual education and ESL programmes, and in libraries serving populations reading a second language. Includes textbooks and related materials, testing materials, professional books for teachers, and a descriptive listing (languages handled, types of services) of distributors and importers.

Books for Keeps guide to children's books for a multi-cultural society; J Elkin, comp. London: Books for Keeps, 1986.

Includes annotated lists of publications, feature articles, lists of suppliers and guides to further sources of information. Separate publications for age range 0-7, 8-12, 12+ respectively. 0-7 emphasises Asian and Afro-Caribbean cultures.

Books in Bengali. London: Inner London Education Authority (Bilingual Development/Community Languages Team), 1987.

An annotated list of books in Bengali, mainly for children of primary school age, available in England. The list is intended to help teachers of Bengali-speaking children, and others (e.g. librarians and teachers who do not speak Bengali), who provide material for them. Includes a list of suppliers. The first in a projected series to cover the main community languages in London.

Camden Community Information Index and Exchange
Multi-cultural periodicals in Central London public libraries. London: CINDEX on behalf of the London Reference Group (Central Area), 1985 edn.

A list of magazines, newspapers and other journals reflecting the multi-cultural population of inner London and available at certain (named) public libraries. Not exhaustive; emphasis is on culture and contemporary life in most of the continents, regions and countries of the world represented.

Centre for Information on Language Teaching and Research.
Language and Culture Guides. London: CILT, 1982-1988.

A series of 28 guides which will be of use to teachers, learners, librarians and all those concerned with the provision and use of language teaching and learning resources for those languages less commonly taught in Britain:

Arabic
Bengali
Bulgarian
Chinese (Cantonese/Mandarin)
Czech and Slovak
Danish
Dutch/Afrikaans
Finnish
Gaelic (Scottish)
Modern Greek
Hungarian
Japanese
Norwegian
Persian (Farsi)
Polish
Portuguese
Punjabi
Romanian
Serbo-Croat
Swahili

Gujarati	Swedish
Modern Hebrew	Turkish
Hindi	Urdu
Irish	Welsh

Contents include: brief introduction to the language; addresses of embassies and national tourist offices, organisations and centres; specialist booksellers and film distributors. Each guide also lists teaching, learning and resource materials, libraries and special collections, and details of radio broadcasts in the language. Information also on how and where to study the language, and on examinations available at all levels.

Centre for Information on Language Teaching and Research
Language and language teaching: current research in Britain 1977-1985. 4th edn. London: CILT, 1987.

A register giving details of current and recently-completed research projects. Covers work on language and linguistics, on particular languages, and on all aspects of language teaching. (Earlier editions (published by Longman): *1971-72* (1973); *1972-75* (1976); *1975-77* (1978)).

CILT Language Teaching Library

Information sheets. A series of lists on topics reflecting current enquiries and interests. About fifty titles at present, up-dated as needed; new titles added as required. Lists available on request from CILT (Regent's College, Inner Circle, Regent's Park, London NW1 4NS).

Resources for the Vietnamese. London: Centre for Information on Language Teaching and Research/British Council, April, 1986.

Annotated guide to materials, organisations and other sources.

Subject guides.

A series of annotated bibliographies on aspects of language teaching (including ESL and applied linguistics), based mainly on the holdings of the CILT Library. Include a series of contrastive studies of a range of languages with English. List of guides and of other library publications (free, or low-cost) obtainable from CILT (Regent's College, Inner Circle, Regent's Park, London NW1 4NS).

Department of Education and Science
Bibliographies and reading lists. DES, (The Library, DES, Elizabeth House, York Road, London SE1 7PH).

Booklists on educational topics available from the DES e.g. on mother tongue teaching, multicultural education, modern language teaching, home-school relationships, assessment, English teaching, English as a foreign language (includes ESL). Full list obtainable from the DES library.

Elliott, P
Access to ethnic minority materials. London: Polytechnic of North London (School of Librarianship and Information Studies, 62-66 Highbury Grove, London N5 2AD), 1986. (Research Report 15.)

London-based survey of the output of ethnic minority materials. Publishers and bookshops listed, often with their language specialties. The case is put for a central support service to document all materials, and for a national survey using the methods and research instruments reported on here.

Hounslow Post-16 Modern Language Working Party
Vocationally orientated courses in modern languages at post 16. Hounslow, Middlesex: London Borough of Hounslow (Education Department), 1985.

Report of a survey of the whole field of modern language courses, including ESL and the languages of ethnic minorities. Analysis plus full list of courses reviewed, list of materials and sources for display in schools; select bibliography.

Immigrants, minorities and race relations; compiled by V F Gilbert and D S Tatla, with introductory essay by C Holmes. London: Mansell Publishing Ltd, 1984.

A bibliography of theses and dissertations presented at British and Irish Universities 1900-1981, covering general, theoretical, national and regional studies. References to British situation scattered but fairly substantial, particularly as an historical record. Historical essay surveys the progress of immigrant settlement in Britain, and the publications arising.

Jungo, M E, comp.
International bibliography for a didactics of early bilingualism in the education of under privileged children, especially children of migrant workers. Einsiedeln, Switzerland: Benziger, 1982.

A classified, unannotated bibliography based on the holdings of the International Information and Research Centre of Early Bilingualism at the University of Fribourg. Includes studies of bilingualism and social and psychological aspects, but emphasis is on teaching and practical matters of education (curricula, manuals, courses, etc).Transitional bilingualism is mainly exemplified by the transition from Italian to German.

London and South Eastern Library Region (LASER)
CILLA Quarterly Annotated Booklist. London: LASER.

A classified, annotated list of literature in Bengali, Gujarati, Hindi, Panjabi, Urdu, based on books supplied by designated booksellers. Entries are transliterated and assessed for quality and suitability for acquisition by libraries.

MacLean, M
Reading in a second/foreign language: a bibliography 1974-1984. Published in the *Canadian Modern Language Review*, vol 42, no. 1, 1985, p 56-66.

Published works only. Doctoral theses, methodological texts not included. Not classified, indexed or annotated.

National Congress on Languages in Education
Language awareness: a bibliography of materials for pupils and teachers. July 1984. (Available for sale from P J Downes, 42 Huntingdon Road, Brampton, Huntingdon, Cambridgeshire PE18 8PA.)

Compiled by a working party as part of its report to the NCLE on language awareness (see Donmall, p 38). Includes sources of materials for use by pupils and by teachers, works of reference for teachers, and class reference books.

Rahman, N S H
Introducing South Asian literature into the curriculum. London: Resource Centre for Asian Studies (Vauxhall Manor Centre, Lawn Lane, London SW8 1TU; 01-735 5964.)

Compiled to assist teachers and librarians to obtain information, and to provide a background for school-based INSET courses. Various lists of texts, writers, examination material, books and journals. Also intended as encouragement to those wishing to organise a syllabus and develop teaching materials.

Simsova, Sylva and John Clews
Automating non-Roman scripts. Harrogate, N. Yorkshire: Sesame Computer Projects (8 Avenue Road, Harrogate HG2 7PG; 0423 888432), 1986.

A bibliography of world scripts, giving principles of construction and use in individual languages, and intended as a basis of knowledge for development of computer handling of non-Roman scripts. Access to publications is indexed by language and script.

Welch, J
A teacher's guide to South Asian literature. London Borough of Waltham Forest, (Multicultural Development Service, Markhouse School, Markhouse Road, London E17 8BD; 01-520 4878/521 2425), 1987.

An introduction to a range of literature - fiction, poetry, autobiography and drama - from South Asia. Limited to works written in English or available in English translation. Other sources - films, magazines, criticism - also looked at. Issues associated with the introduction of the literature into the classroom are reviewed together with some examples of existing practice. Includes useful annotated list of resources: libraries, bookshops, organisations.

(I) FILMS

Crosstalk: a training film about inter-ethnic communication. 16mm. The second in a series of BBC films on multiracial Britain. 1979. Hire (16mm) or video from: Concord Films. Sale (video) from: BBC Enterprises.

Language in the multicultural primary school; produced by S Perry. Video: VHS format. 29 mins. 1986. Consists of more than 120 still frames with commentary by classroom teachers, showing how they were able to translate their theories into classroom practice and to develop the children's language through a multicultural curriculum. Areas covered: linguistic diversity; topic work; the importance of talk; supporting bilingualism; towards reading and writing; maths and science; stories. Sale from: Peterborough Centre for Multicultural Education.

Language in the multi-ethnic primary school. Video: VHS, Betamax format. 1979-80. Four teacher trainer films made within the Inner London Education Authority. Demonstrate ways of teaching English to pupils from non-English backgrounds or who use non-standard

dialects of English; ways of providing for language diversity in schools. Sale only from: Central Film Library (Catalogue No. LV 132 and 133).

Sharing languages in the classroom. 27 mins. Video: VHS, Betamax, U-matic formats. A programme devised by Language Information Network Co-ordination with the Linguistic Minorities Project to show how linguistic diversity in the classroom may be exploited through use of the LMP Secondary Pupils' Survey Questionnaire as teaching aid or as survey instrument. Sale/Hire from: CFL Vision (Catalogue No. LV479).

(J) SUPPLIERS

BBC Enterprises Ltd
Education and Training Sales
Woodlands
Wood Lane
London W12 OTT
Tel: 01-743 5588

Concord Films Council Ltd
201 Felixstowe Road
Ipswich
Suffolk IP3 9BJ
Tel: 0473 76012

CFL Vision
PO Box 35
Wetherby
Yorkshire
LS23 7EX
Tel: 0937 54101

Peterborough Centre for
Multicultural Education
165a Cromwell Road
Peterborough
Cambs PE1 2EL
Tel: 0733 62877

Additional information is available from CILT on request accompanied by stamped, addressed envelope: CILT Information Sheet 23: *Videorecordings held by CILT Language Teaching Library*. (Includes Off-air recordings, commercially available teaching materials and methodology videos which may be viewed at CILT); CILT Information Sheet 28: *Film and video sources*. (Includes references to films in the less commonly taught languages.)

4 Teachers' Centres and their Services

The information below is based on responses to a questionnaire which was circulated to teachers' centres throughout the United Kingdom. Arrangement is alphabetical by local authority. London authorities are listed alphabetically under London.

AVON

001

Further Education Staff Development Unit, Royate Hill Centre, Fishponds Road, Bristol BS5 6RA. Tel: 0272 520487. Write to: Organising Tutor for ESL in Adult Education in Avon.

•*Areas of special interest*: Community language learning opportunities for adults, including English for bilingual and multilingual adults; specific interest courses for adults through the medium of community languages other than English; 'start' courses for unemployed adults, with English language support; entry into paid and voluntary adult education work; curriculum review; equal opportunities in post-school education; staff development.

•*Languages*: Adult education programmes include: Punjabi, Urdu, Bengali, Gujarati, Hindi, Vietnamese, Chinese, Greek, Italian, Portuguese, Spanish, Welsh and English.

•*Services*: Library: open weekdays (8.30-5.00 pm); accessions list, books, audiocassettes and videocassettes, materials for reference and loan; in-service training programme; contacts network.

•*Publications*: Occasional newsletter. Directory of community language learning opportunities in post-school education in Avon.

•*Materials production*: Worksheets; local photographs for use of tutors.

002

Multi-Cultural Education Centre, Bishop Road, Bishopston, Bristol, BS7 8LS. Tel: 0272 427636. Write to: Head of Centre.

•*Areas of special interest*: Mother tongue support for Asian languages; bilingualism; for all levels of student.

•*Languages*: Hindi, Punjabi, Gujarati, Bengali as mother tongue at nursery age; Urdu for English staff and secondary mother tongue pupils; ESL: all levels.

•*Services*: Library: open to the public, Wednesdays (4-6 pm). Accessions list, books, slides tapes/cassettes, for loan/reference;

videocassettes for reference, (loan facilities only for teachers within the authority). Collection of materials on ESL, multicultural and antiracist teaching for adult level; small collection of bilingual nursery texts.

•*Materials production*: Materials suitable for in-service training, cultural and linguistic information; language teaching covering range of subject areas.

BEDFORDSHIRE

003

Multiracial Education Resources Centre, Acacia Road, Bedford MK42 OHU. Tel: 0234 64475. Write to: Head of Centre.

•*Areas of special interest*: Resources for multiracial education, covering languages, curriculum, and community issues for teachers and all levels of student.

•*Languages*: ESL: (resources only) for all ages and abilities.

•*Services*: Library facilities available to the public on application. Books, slides, posters, videos, study kits and artefacts for loan within the authority, and to community organisations and colleges. Termly evening language courses held in Bengali, Punjabi and Italian.

•*Publications*: Newsletter and termly Information Pack.

•*Materials production*: Wide range.

004

Multiracial Education Resources Centre, c/o Denbigh Junior School, Denbigh Road, Luton LU3 1NS. Tel: 0582 507757. Write to: Graham McFarlane.

•*Areas of special interest*: ESL, Mother tongue and bilingual teaching; school language policies; language across the curriculum etc; antiracist strategies; world studies; home/school liaison; examinations; community links with individuals and organisations, for teachers and all levels of student.

•*Languages*: ESL, Urdu, Bengali, Gujarati; all levels.

•*Services*: The Centre holds an extensive collection of books and other learning materials, audio and video recordings, tape-slide programmes and cultural artefacts. These are available for teacher reference, displays and exhibitions, and for use by pupils in schools.

•*Special services* include: in-service courses, seminars, school-based courses, materials evaluation. Visits to the Centre by prior arrangement *only*: weekdays (Thursday late opening.)

•*Materials production*: ELT materials; mother tongue/bilingual resources; simplified readers; multicultural resources; special/area

projects; publicity services; advice on reprographics and a/v aids. Multilingual 'Welcome' poster (laminated) - 8 languages (Urdu/ Punjabi/Gujarati/Bengali//Welsh/Gaelic/ Italian/English) for sale (£2 incl. p&p).

BERKSHIRE

005

Multilingual Support Service, Thomas Grey Centre, Queens Road, Slough SL1 3QW. Tel: 0753 23699. Write to: Head of Service.

•*Areas of special interest*: ESL, community languages, bilingualism, curriculum support for schools.

•*Languages*: ESL, Panjabi as mother tongue and as foreign language for teachers, Urdu; some Hindi.

•*Services*: Library: not open to the public; special collections on language at primary and higher level, background information on minority communities, multicultural education. Books, slides, tapes, videocassettes for in-service training, posters, mainly for reference; for loan by arrangement to schools within the Authority.

•*Special services* include displays of resources, reprographic facilities at cost and technical aid for teachers; in-service lectures; occasional Hindi translations for local services.

•*Materials production*: posters, booklets on religious faiths; discussion document on language policy for schools; all for sale.

006

Support Service for Language and Intercultural Education, Lydford Road, Reading RG1 5QH. Tel: 0734 61595. Write to: Head of Service.

•*Areas of special interest*: ESL, curriculum development, bilingualism, community language teaching, for teachers and all levels of student.

•*Languages*: ESL, Urdu, Hindi, Punjabi, Bengali.

•*Services*: Library: not open to the public; a collection of materials for use of both mainstream and support service teachers, dealing with language, cultures, world development, issues of race and equality. Courses and workshops for teachers are held once a week in Urdu, Hindi, Punjabi and Bengali as mother tongues. *Translation* and *interpreter* facilities to schools and other agencies and institutions also offered.

•*Publications*: *Our World* (termly newsletter); other publications.

BIRMINGHAM
007
African & Asian Resources Centre, Newman College, Bartley Green, Birmingham B32 3NT. Tel: 021-476 1181. Write to: Peter Rogers.

•*Areas of special interest*: Multicultural education for teachers.

•*Services*: Library: open to the public by appointment; accessions list, books, slides, tapes, cassettes/videocassettes, posters for reference and loan; reference materials which can support a broad range of school-based research activity; display and meeting room facilities.

•*Special services*: the Centre is a base for in-service work for teachers and it maintains close contacts with teachers, schools, ethnic minority organisations and other agencies which are active in the field of multicultural education.

•*Publications*: reading guides.

•*Materials production*: in-service training, cultural information multicultural education; for loan/sale/display.

BUCKINGHAMSHIRE
008
Multicultural Resource Centre, Manor Farm C F School, Hazlemere, High Wycombe, Buckinghamshire. Tel: 0494 815220. Write to: Mrs A Hall.

•*Areas of special interest*: Bilingualism; ESL.

•*Languages*: Punjabi and Urdu for beginner, intermediate, and advanced levels; Urdu as a community language for teachers.

•*Services*: Library (not open to the public); accessions list, reference and loan books, tapes, cassettes, videocassettes. In-service courses on language awareness and backgrounds.

BURY
009
English Language Teaching Service, Pine Street North, Off Maxwell Street, Bury, Lancashire. Tel: 061-764 4749. Write to: Ms Sally Burns.

•*Areas of special interest*: language awareness training for staff working with the Pakistani and Punjabi-speaking community.

•*Languages*: ESL at all levels; Urdu as a foreign language.

•*Services*: Library: open to the public by appointment (9.00 to 5.00 weekdays); local authority staff may visit at any time. Books, slides, filmstrips, tapes, cassettes/videocassettes, posters, games, jigsaws, cards, toys, visual aids e.g.: magnet boards & figures,

'Magnetic Way', topic packs, photo albums, all for reference and loan within the Authority.

•*Special collections*: broad range of ESL materials for use at primary level, small but good collection of photos and slides.

•*Special services*: travelling displays on request or with course; publishers displays; exhibitions at the Centre. Meeting rooms for conferences/seminars (25 seats), open to public use (free within the Authority); centre used by the Authority for courses on language, multicultural/multi-faith issues and world studies. Reprographic services: photo-copier; heat-copier; Gestetner; Barda machine (available to centre staff). Lectures/informal discussions/talks, conferences, meetings; in-service training within the LEA.

•*Materials production*: ESL & cross-curricular, beginner to advanced levels; available for loan and display. Books, cards, slides, photograph albums (available within the LEA and to private institutions), covering in-service training, cultural and linguistic information; Urdu and Chinese bilingual materials; slides, posters, tapes, artefacts, games, cards, photo albums.

CALDERDALE
010
Teachers' Centre, Bermerside Hall, Halifax HX3 0R2. Tel: 0422 65544. Write to: S Dobson.

•*Areas of special interest*: Bilingualism; background on community language teaching, for teachers and all levels of student.

•*Languages*: Punjabi, all levels.

•*Services*: Library: open for LEA employees only (9-6 pm). Accessions list, books, slides, filmstrips, videocassettes and posters for reference and loan.

•*Special services*: meeting room available (free within Authority) for conferences/seminars/talks.

•*Publications*: *Newsletter*.

•*Materials production*: Awareness-raising/case-study materials for short courses for teachers available on loan; cassettes, cards, slides covering a variety of subject areas.

CAMBRIDGESHIRE
011
Peterborough Centre for Multicultural Education, 165A Cromwell Road, Peterborough PE1 2EL. Tel: 0733 62877. Write to: Sue Perry.

•*Areas of special interest*: language support for bilingual children; language awareness; multicultural education.

•*Languages*: ESL at all levels; Urdu up to and including 'A' level; Urdu as foreign language for teachers; Italian mother tongue at primary level.

•*Services*: Library (not open to the public): special collections on Urdu and on language learning through topic work; books, slides, cassettes, videocassettes, posters, for reference and loan; records for loan; all items for loan within the Authority or by arrangement to special groups or to teachers outside the Authority.

•*Special services* include displays at the Centre, reprographic services for teachers, facilities for in-service lectures and meetings within the LEA only; termly language courses for teachers: Urdu; teaching English as a second language.

•*Materials production*: Books, videos, mainly for in-service training on ESL, bilingualism, cultural awareness, antiracist curriculum, topic work for voluntary schools, the under-fives; for loan to teachers within the LEA, for sale inside and outside the LEA.

CLEVELAND
012
Centre for Multicultural Education, Victoria Road Primary School, Victoria Road, Middlesbrough TS1 3QF. Tel: 0642 219050. Write to: Team Leader.

•*Areas of special interest*: ESL, community languages, bilingualism, cultural background, language awareness, for teachers and all levels of student.

•*Languages*: Urdu for secondary schools; bilingual teaching and assessment (Bengali/Punjabi) at primary level; Urdu as a second language or community language for adults (when possible).

•*Services*: Library: not open to public. Accessions list, books for loan and reference, filmstrips, cassettes, videocassettes and posters. *Special services*: travelling and permanent exhibitions. Meeting room available.

•*Publications*: *N.E. Multi-Racial Education Newsletter*.

CLWYD
013
Clwyd Centre for Educational Technology, Civic Centre, Mold, Clwyd CH7 1YA, Tel: 0352 55105 ext 262. Write to: The Coordinator.

•*Areas of special interest*: English and Welsh as 1st and 2nd languages and as media of instruction for teachers and all levels of student.

•*Languages*: Welsh and English; French and German as foreign languages.

•*Services*: Reprographic services to LEA advisers/teacher curriculum groups. Centre not open to the public.

•*Publications*: The Centre is a major producer of school resources; its first comprehensive publications catalogue was published in 1980; the second issue contains English-medium resources, together with second-language and modern language items. Welsh-medium resources are listed in a separate publications catalogue.

•*Materials production*: Include story/poetry tapes and tape/filmstrip, programmes which are not listed in the catalogues but are available for distribution in-county.

COVENTRY

014

Minority Group Support Service, Southfields, South Street, Coventry CV1 5EJ. Tel: 0203 26888. Write to: D R Pritchard.

•*Areas of special interest*: ESL, Asian languages and multicultural education for teachers and all levels of student.

•*Languages*: ESL for beginners; Punjabi, Urdu and Hindi to intermediate leading to 'O' level; basic conversational with infant/juniors.

•*Services*: Library: books, teaching materials and other artefacts, available for loan to Coventry schools.

•*Publications*: Publications list available on request.

•*Materials production*: Audio-visual materials for ESL teaching purposes and multicultural curriculum development available on loan.

•*Special services*: include exhibitions on selected topics, often including children's work.

HAMPSHIRE (PORTSMOUTH)

015

English Language Centre, St Ronan's Road, Southsea PO4 OPX. Tel: 0705 733130. Write to: Mrs V M Plunkett.

•*Areas of special interest*: ESL mainly to Bengali children, but also to Chinese and others, for teachers and all levels of student.

•*Languages*: ESL - beginners and intermediate level.

HAMPSHIRE (SOUTHAMPTON)
016
English Language Resources Centre, c/o Mount Pleasant Middle School, Mount Pleasant Road, Southampton SO9 3TQ. Tel: 0703 331741. Write to: Christine Hammond.

•*Areas of special interest*: ESL for all levels of student.

•*Languages*: ESL for all ages, beginners and intermediate; multilingual service - Punjabi/Gujarati/Hindi/Bengali/Urdu/ Swahili/Maori/Chinese (Cantonese).

•*Services*: Library: open to the public during school term; journals and reference.

•*Special services*: Multilingual service: some recorded materials, and books in Urdu, Hindi, Bengali, Gujarati, Cantonese, Punjabi and Vietnamese; workshop for duplicating paper and cassettes; advisory service on TESL to all schools, colleges, and schemes in Hampshire; regular lectures and conferences; providing a base for peripatetic teachers for City of Southampton.

•*Materials production*: LEA-published ESL materials for sale.

HERTFORDSHIRE
017
North Herts Multi-ethnic Support Team, Broadway, Letchworth, Herts SG6 3PA. Tel: 0462 677641. Write to: Team Leader.

•*Areas of special interest*: ESL support service at all levels for schools; antiracial and multicultural support; examinations.

•*Languages*: ESL/EFL, Hindi, Punjabi, Polish at all levels.

•*Services*: Library facilities: not open to the public; reference section, secondary travelling exhibition. Materials available within North Herts.

•*Special services*: Linked skills courses and N.E. for Adult Learners; RSA and Home Tutor training courses.

•*Publications*: The Centre produces multicultural booklets for sale - price list available - and a wide range of worksheets for all levels.

018
The South West Herts Language Centre, Holywell School Annex, Tolpits Lane, Watford, Herts. Tel: 0923 48584. Write to: Hugh South.

•*Areas of special interest*: ESL for infant/junior/secondary students.

•*Languages*: ESL; in-service introductions to several Asian languages for teachers.

•*Services*: Library: collection of books on multiracial education and ESL teaching; fiction and non-fiction for children; collection of relevant articles from journals, reviews and reports from newspapers, as well as other materials such as videotapes, books, pictures, language games, flashcards and worksheets.

•*Publications*: Occasional leaflets for teachers on community languages spoken in Watford and on bilingualism; booklists.

•*Materials production*: Range of reports, catalogues, and other material from language centres (e.g. the ILEA, Birmingham Language Centre, and the Multicultural Support Service, Coventry). Story-telling materials produced by teachers; own in-house artist.

KENT
019
Multicultural Education Resources Centre, c/o Chantry School, Ordnance Road, Gravesend, Kent DA12 2RL. Tel: 0474 350011. Write to: J R Clarembaux or Barbara Brown.

•*Areas of special interest*: pre-school, bilingual support, ESL, language awareness, mother tongue, education for a multiracial society.

•*Languages*: ESL, Indic languages (esp Punjabi), Chinese, Greek.

•*Services*: Library: open to teachers (9.30-5.00 pm Mon-Fri). Resources include books, slides, radio cassettes, posters, artefacts for reference/loan within the authority.

•*Materials production*: By a team of advisory teachers covering ESL, education for a multiracial society; bilingual support and mother tongue; story packs.

KIRKLEES
020
Reading and Language Centre, Woodend Road, Lower Hopton, Mirfield, West Yorks WF14 8PR. Tel: 0924 497949. Write to: Miss S Walker.

•*Areas of special interest*: All areas of language development, for both first and second language learners. All areas of literacy skills, reading, writing, spelling for all levels of student; resources for teachers.

•*Languages*: ESL - beginners and intermediate.

•*Services*: Visits to the Centre are normally during school hours; after school visits by appointment. A team of advisory teachers, covering 'remedial' reading, advanced reading skills, English as a Second Language, and multicultural education, use the centre as a

base for their activities. Centre maintains a continually updated display of materials associated with the development of language skills.

•*Publications*: The Centre produces a range of publications on reading materials, multicultural resources, language development.

•*Materials production*: Includes information booklets, papers and teaching materials.

LANCASHIRE
021
Pendle MEGSS (Multi Ethnic Group Support Service). Holmefield, Grisburn Road, Barrowford, Nelson, Lancashire BB9 8NE. Tel: 0282 66529. Write to: K R Johnston.

•*Areas of special interest*: ESL; bilingualism; language awareness; community languages; multicultural education.

•*Languages*: ESL; Urdu; Punjabi.

•*Services*: Library open to LEA (9-5 pm Mon-Thurs). Special collections: language and curriculum materials for areas of interest; books, newspapers, slides, films/filmstrips, tapes, cassettes/ videocassettes, records, posters (all for reference and loan) within authority to schools/teachers.

•*Special Services*: available within authority; exhibitions at the centre; meeting rooms for conferences/seminars (18 seats); reprographic services; formal lectures/informal discussions/talks (as requested by schools/teachers); conferences/meetings all within LEA only.

•*Materials production*: ESL (primary and secondary levels) for loan/sale/display, covering: in-service training; cultural information; language teaching books, worksheets, cards, language master materials, ESL materials related to curriculum of schools served.

LEICESTERSHIRE
022
Centre for Multicultural Education, Rushey Mead Centre, Harrison Road, Leicester LE4 6RB. Tel: 0533 665451. Write to: Terry Alkott.

•*Areas of special interest*: Bilingualism at infant and junior level; resources for teachers.

•*Languages*: Bengali, Gujarati, Hindi, Punjabi, Urdu.

•*Services*: library, open to the public; special collection of dual language texts. Books, newspapers, slides, tapes, cassettes, videocassettes, records, posters for reference or loan to schools and

teachers within the LEA, and to local authority workers. Display facilities; travelling and centre-based exhibitions, meetings rooms for hire (free within the Authority); reprographic services, including lettering, available to teachers at concessionary rate.

•*Special services*: occasional lectures and conferences within the LEA; storytelling; advisory service to schools.

•*Materials production*: Cards on language and language teaching, multicultural education, cultural and language awareness, for use with the 6-16 age range, for sale, or for loan within the LEA. Services of technicians for materials production available to outside users.

LIVERPOOL
023
English Language Centre, Sefton Park School, Thornycroft Road, Liverpool L15 2JL. Tel: 051-733 3733. Write to: D E Ladlow.

•*Areas of special interest*: ESL to schoolchildren, especially Chinese (Cantonese speakers) for all levels of student.

•*Languages*: ESL for beginners, Chinese, Modern Greek.

•*Services*: Library: open to the public during school hours; special collections include materials on the background of Chinese immigrants/Vietnamese refugees.

•*Publications*: Booklets and duplicated leaflets available for sale/free. The Centre aims to help non-English speaking children of all ages. Mother tongue classes for secondary pupils in their own schools are arranged.

•*Materials production*: Materials available from the Centre include checklists, bibliographies, information for teachers on language difficulties for Chinese and Arabic speakers - list available.

LONDON: ILEA
024
Afro Caribbean Education Resource Centre (ACER), Wyvil School, Wyvil Road, London SW8 2TJ. Tel: 01-627 2662. Write to: The Librarian.

•*Areas of special interest*: Resources development for a multicultural/antiracist curriculum; Young Writers Award Scheme; general language issues with reference to the Afro-Caribbean and other communities.

•*Services*: Library: open to the public (9.30-5.30 pm); full-time Librarian, and Resources Information Officer. Accessions list, books,

newspapers, filmstrips, videocassettes, records; posters for sale; reprographic services (10p per page).

•*Specialist services:* (1) A resource base for developing classroom materials designed to take a strong antiracist and multicultural educational stance, for schools not only in ILEA but in other areas of the country; (2) The Black Young Writers Essay Competition run by ACER (anthology of winning entries to be published).

•*Publications*: Catalogue and price list available. Annual report.)

•*Materials production*: ACER learning materials for the 9-13 age range, 'Ourselves' and 'Words and Faces' have been developed over the past 7 years. 'To School Together' video cassette presents an overview of the work of ACER and the context in which the materials have been designed and produced. Since 1982, ACER has expanded its materials development programme to include the Nursery and Infant age range; these materials are expected to be available towards the end of 1986.

ILEA
025

Centre for Language in Primary Education, Sutherland Street, London SW1V 4LH. Tel: 01-828 8734. Write to: The Warden.

•*Areas of special interest*: Language development and literacy for all children; language awareness; multicultural education; use of literature in schools.

•*Services*: Library: open to the public (9-5 pm), term-time only. Books, posters, slides, tapes, cassettes and videocassettes for reference; films and records for loan to teachers. Display facilities available within the Authority. *Special collections* include children's literature, reading schemes, bilingual texts in languages relevant to ILEA schools, education, linguistics and texts on language in the classroom.

•*Special services*: In-service courses, reprographic services for ILEA teachers; advisory service.

•*Publications*: Termly journal - *Language Matters*.

•*Materials production*: Own materials - in-service training, bilingualism; books, slides, tapes and videos.

ILEA
026

Centre for Urban Educational Studies, Lawn Lane, London SW8 1TU. Tel: 01-735 0656. Write to: Elaine Sturman (Information Tutor).

•*Areas of special interest*: Bilingualism, ESL and community language teaching for teachers and all levels of student.

•*Languages*: ESL for all levels; community languages.

•*Services*: In-service courses for ILEA teachers. Library: open to the public for reference only between 2-5 pm during term time; collection of books, periodicals, documents and a/v resources of direct relevance to classroom practice. *Other services* include consultation, advice and Open Lecture series. RSA courses for ESL and community languages.

•*Publications*: A selection of CUES papers relevant to the needs of teachers in London schools available for sale. Also journals and publications from other organisations.

•*Materials production*: On-going curriculum development projects produce books, videocassettes and classroom materials to support the learning of bilingual children in the mainstream classroom. Details on request.

LONDON: BOROUGHS
BARKING AND DAGENHAM
027

Language Unit, Station Parade, East Street, Barking, Essex IG11 8BY. Tel: 01-594 9830. Write to: Lynne Hannigan.

•*Areas of special interest*: Bilingualism; ESL for beginners and intermediate from pre-school to junior level.

•*Languages*: Punjabi for policemen, teachers, health visitors. Infant - Urdu/Punjabi. 'O' & 'A' Level Urdu, Punjabi, Chinese. ESL: all levels.

•*Services*: Library: not open to public; English, Punjabi and Urdu to adults, books, video recordings, slides, filmstrips, tapes, cassettes, videocassettes, records and posters for reference and loan. Childrens' books in Urdu, Punjabi, Gujarati, Bengali, Hindi and Chinese. In-service courses (school and centre based) cultural workshops and storyteller days for pupils. ESL Adult classes - Beginner/Intermediate/Advanced level.

•*Publications*: list of resources for sale available from the Unit, including *festival packs*; *cooking in the multicultural school*; *school signs* in Urdu/Punjabi/Bengali/ Vietnamese/Chinese/English; and others.

•*Materials production*: ESL materials; bilingual/dual language resources, multiracial resources: books, tapes, artefacts.

CROYDON

028

ESL and Multicultural Unit, Davidson Centre, Davidson Road, Croydon, CRO 6DD. Tel: 01-654 1432. Write to: Peter White.

•*Areas of special interest*: ESL; Caribbean Advisory work; multicultural/advisory work for teachers and all levels of student.

•*Languages*: ESL at all levels; Urdu, Hindi, Gujarati and Punjabi as community languages.

•*Services*: Library: open to Croydon teachers four times a week (pm only); collection includes accessions list, books, tapes, cassettes, posters etc; kits and packs available for loan and reference.

•*Publications*: ESL and multicultural resource lists.

•*Materials production*: Bilingual folk tales.

029

Croydon English Language Scheme, c/o South Norwood Adult Education Centre, Sandown Road, South Norwood, London SE25 4XE. Tel: 01-656 6620. Write to: Marion Molteno.

•*Areas of special interest*: ESL provision for adults; support for community language teaching in supplementary schools.

•*Languages*: ESL for all levels in neighbourhood classes.

•*Services*: Small resources room for own teachers' use; open to the public (by previous appointment) Mon-Fri 9.30-4.30 pm. Collection includes accessions lists, books and cassettes for reference; worksheets prepared by teachers; picture packs, recorded stories for loan alongside texts; course books.

•*Special services*: weekend courses in Hindi/Urdu for English speakers run termly in association with Tower Hamlets; specialist classes: work preparation, access to further education and linked-skill courses (pregnancy/ESL etc).

•*Publications*: Termly newsletter (mainly for internal use); annual report.

•*Materials production*: Worksheets prepared by teachers for own classes; materials available for sale include 'Sharing our languages', 'Indian cultural traditions'; also back copies of journals, students' magazines, annual reports.

ENFIELD

030

English Language Centre, Tile Kiln Lane, London N13 6BY, Tel: 01-803 4460. Write to: F J Harper.

•*Areas of special interest*: ESL, bilingualism, language awareness, community language teaching, multicultural education,

antiracist teacher training (INSET) for teachers and all school-aged students.

•*Languages*: ESL, Community languages (Greek, Turkish and Bengali in particular).

•*Services*: Library: open to the public; includes collections on Greek, Turkish background, applied linguistics, multicultural curriculum development, antiracism.

•*Special services:* range of facilities available to the public by arrangement; advisory service (centre or school based sessions) for interested groups on the Centre's specialist subjects; hire of meeting rooms, weekly lectures during first two school terms; reprographic services which include photographic silkscreen and xerography.

•*Materials production*: Materials which aim to support/develop primary pupils' mother tongue abilities and introduce monolingual English-speaking pupils to Greek, Turkish, Bengali and Urdu.

HARINGEY
031
English Language Resource Centre, Tottenham Green Education Centre, Town Hall Approach Road, Tottenham N15 4RY. Tel: 01-801 1086. Write to: Head of Centre.

•*Areas of special interest*: ESL, bilingualism, language awareness, community languages development for all levels of student.

•*Languages*: ESL (beginners/intermediate/advanced). Community languages: Greek/Turkish/Bengali/Gujarati/Punjabi/Italian/ Spanish/ Cantonese to intermediate level.

•*Services*: Library: open to the public by appointment.

•*Special services* include lectures, regular conferences, and an advisory service within Haringey, or outside by special arrangement.

•*Materials production*: Language teaching material at all levels for display and loan: materials available for in-service training, cultural information, bilingualism, language teaching; resources include slides, tapes, posters and artefacts.

HARROW
032
Language Service and Multicultural Resource Centre, Teachers' Centre, Wilson Gardens, West Harrow, Middlesex HA1 4EA. Tel: 01-423 3166. Write to: Head of Service.

•*Areas of special interest*: Bilingualism; language awareness; language development; resources for multilingual/multicultural schools; INSET for racial equality in education.

•*Languages*: English, all levels.

•*Services*: Library: open to the public, term-time only. Books, slides, filmstrips, tapes, cassettes, videocassettes, records and posters for reference. *Special collections* include antiracist curriculum development; antiracist books for first, middle and high schools, artefacts.

•*Special services*: English as a second language - teaching and advice; home school community liaison - links with a wide variety of agencies, groups and individuals within Harrow's minority communities; permanent exhibition of books and resources in the resource centre.

•*Publications*: list available.

HOUNSLOW

033

Community Language Service Primary Team, Smallberry Green Teachers' Centre, London Road, Isleworth, Middlesex TW7 5AR. Tel: 01-560 4512. Write to: Mrs R Carter.

•*Areas of special interest*: ESL teaching and bilingual support in nursery and primary schools.

•*Languages*: ESL at all levels, but mainly at primary age; Punjabi, Hindi for teachers; bilingual support in Punjabi/Urdu/Hindi/Gujarati and Bengali.

•*Services*: The Resources Centre is open to all teachers within the Authority; services offered include advisory and consultative service by senior experienced Team members to help schools; in-service courses and workshops for Team members. Equipment and resources for specialist teachers are provided from a central fund; bilingual and multilingual Team teachers are available for mother tongue assessment, and pilot projects offer bilingual support for half-a-day a week in schools without bilingual staff.

•*Publications*: Up-dated list of teachers' reference books published by the Team; newsletters and other publications - list available.

•*Materials production*: Resource packs on multilingual stories, topics, assessment and language skills. Resources leaflets available.

034

Schools' Language Unit, Smallberry Green Centre, London Road, Isleworth, Middlesex. Tel: 01-568 0551. Write to: Mrs F Warman.

•*Areas of special interest*: ESL; bilingualism; language awareness.

•*Languages*: ESL to Stage 7, for secondary school pupils.

•*Services*: Library: open to schools within Authority only. Accessions list; books, slides, tapes, cassettes, videocassettes, records and posters. Special collections on curriculum areas, teaching beginners.

•*Special services*: in-service training, mainly on language issues, to mainstream teachers in the Borough; monthly in-service training for community language support team in secondary schools.

•*Materials production*: ESL materials - Stages 1-3; materials for in-service training; language teaching and bilingualism for classroom use.

NEWHAM

035

English as a Second Language Service, The Credon Centre, Kirton Road, Plaistow, London E13 9DR. Tel: 01-470 0931/5. Write to: Kevin Jones.

•*Areas of special interest*: ESL; community languages (South Asian).

•*Languages*: ESL - Continuing support from beginner stage.

•*Services*: ESL primary and secondary Support Teams and multicultural Support Team. Library: open daily essentially for the Borough, but interested teachers or others by appointment. Special collections; materials for specific language practice, and materials developed for use of class subject teacher, illustrating strategies for language or skills.

•*Special services*: wide range of professional services backed by a broad-based INSET programme; self-contained lecture rooms; an expanding bank of useful local resources; excellent refreshment facilities.

•*Materials production*: 'Man-made' teaching materials by ESL teachers.

036

Multicultural/Antiracist Education Team, Kirton Road, Plaistow, London E13 9DR. Tel: 01-470 0931. Write to: John Widdowson.

•*Areas of special interest*: Bilingual development for teachers, and all levels of pupils; multicultural/antiracist curriculum.

•*Languages*: All Asian languages and other community languages.

•*Services*: The Centre is resource centre for Newham teachers only. Library facilities include books (reference/loan), video-cassettes, posters, slides, topic packets. In-service courses for teachers.

•*Materials production*: Materials on ESL, multiculturalism for primary and secondary level for Newham teachers.

REDBRIDGE
037

Redbridge Language Support Service, Dane Teachers' Centre, Melbourne Road, Ilford IG1 4HT. Tel: 01-553 4511. Write to: Mrs C Edwards.

•*Areas of special interest*: Bilingualism, ESL; bilingual children and special needs; bilingual children and reading; assessment; antiracist teaching.

•*Languages*: ESL all levels.

•*Services*: Library: not open to the public; special collections of multicultural fiction, RSA coursebooks, research articles (ESL/multicultural), English language. Books, tapes, cassettes, videocassettes for reference or loan within the LEA; slides (reference only); toys, games, magazines, learning packs to buy and to copy.

•*Special services*: reprographic at cost for visitors to the Centre; in-service lectures; storytelling; exhibitions and meetings; advice (within LEA) on bilingualism, second language acquisition, assessment/monitoring, literacy skills, multicultural education.

•*Publications*: *Newsletter*

•*Materials production*: Cassettes for loan or sale (bilingualism, ESL); tapes, artefacts; facilities for materials production by teachers.

WALTHAM FOREST
038

Multicultural Development Service, Markhouse School, Markhouse Road, London E17 8BD. Tel: 01-520 4878. Write to: Ms J Little or Mr G Manuel.

•*Areas of special interest*: Bilingualism; language awareness; South Asian languages.

•*Languages*: ESL; Urdu, Punjabi, Bengali and Gujarati for teachers and all levels of student; Urdu as foreign language.

•*Services*: Library: open to the public by appointment (9-3.30 pm weekdays). Accessions list, books, newspapers, slides, cassettes,

posters for reference and loan within the Authority; reprographic services at cost for teachers.

•*Special collections*: world studies, Afro-Caribbean and South Asian literature, Urdu. Language courses (Urdu as foreign language) by arrangement with adviser for multicultural education.

•*Materials production*: Bilingual texts (Urdu, Punjabi, Bengali), book reviews, children's writing (for sale), linguistic and cultural information, in-service training.

LOTHIAN
039

Scottish Adult Basic Education Unit, Atholl House, 2 Canning Street, Edinburgh EH3 8EG. Tel: 031-229 2433. Write to Jeana Papamichael.

•*Areas of special interest*: ESL; bilingual/mother tongue provision; communication awareness, for adult students.

•*Services*: Library: open to the public (9-5 pm, Mon-Fri). Accessions list, books, newspapers, cassettes, videocassettes, posters for reference; films for loan.

•*Special services*: meeting rooms for hire; reprographic services (going rate); information/advice; consultancy services; ideas for research; interested volunteers; links with self-help groups.

•*Publications*: Newsletter - 'Multicultural Resource Review'; catalogue and price list available.

•*Materials production*: adult basic education and community education materials for loan/hire/sale/display; books, films, cassettes, microfilm, cards, slides available to all. *Materials* include: literacy resources, numeracy resources, women's education and ESL.

MANCHESTER
040

Education Development Service, The Greenheys Centre, Upper Lloyd Street, Manchester M14 4HZ. Tel: 061-226 8567. Write to: Brendan Murden.

•*Areas of special interest*: Curriculum development; ESL, community languages (mainly Urdu, Punbjabi, Bengali, Hindi, Polish, Chinese)

•*Services*: The Centre is part of the LEA support services; its main work takes place in schools/colleges and as a support service to other centres; facilities for holding meetings, seminars and in-

service training sessions. Pupil books and teacher resources available for inspection and loan for a limited period.

NORTHAMPTONSHIRE
041
Multi-cultural Education Centre, Cliftonville Middle School, Cliftonville Road, Northampton. Tel: 0604 32326 ext. 25. Write to: Advisory Teacher for Multicultural Education.

•*Areas of special interest*: South Asian languages, bilingualism and language awareness for junior and secondary students and teachers.

•*Languages*: ESL all levels: Gujarati as 2nd foreign language option to 'O' level; Bengali, Punjabi, Urdu.

•*Services*: Library: special collection of multicultural fiction; other resources include newspapers and journals, books, cassettes, posters for loan. A selection of the Centre's facilities is available to schools and teachers within the Authority, and to local ethnic minority communities.

NOTTINGHAM
042
The Language Centre, Goldswong Terrace, Cranmer Street, Nottingham NG3 4HB. Tel: 0602 620946. Write to: Coordinator of appropriate team. (See below under Services).

•*Areas of special interest*: ESL all levels; mother tongue (Urdu, Punjabi); multicultural education for teachers and all levels of pupil.

•*Languages*: Urdu/Punjabi 'O' level and Punjabi for nursery/infant children.

•*Services*: Library: books on antiracism, multicultural education and ESL available for loan to teachers in the Authority. Several teams of teachers are based at the Language Centre: the teaching unit; the secondary team; the primary team; the Asian languages project; and the Mansfield team (working with ESL children).

•*Special services*: Multicultural artefacts are available.

•*Publications*: Publications available for sale to visitors to the Centre.

OXFORDSHIRE
043
Advisory Centre for Multi-cultural Education, East Oxford First School, Union Street, Oxford OX4 1JP. Tel: 0865 723580. Write to: Farzana Turner.

•*Areas of special interest:* Bilingualism, language awareness, and ESL for teachers and all levels of student.

•*Languages*: Urdu, Bengali and Pubjabi to 'O' level; Cantonese, elementary and intermediate.

•*Services*: The Centre exists to help schools and support other agencies in two main areas: multicultural education and English as a second language.

•*Library/resources collection*: books, artefacts, reference books, slides, book lists, video-taped material, periodicals, catalogues and maps for loan to teachers and students. The Centre also has a growing stock of useful ESL material.

•*Special services*: ESL conferences, seminars and courses organised for teachers.

ROCHDALE
044

English Language Support Service, Fieldhouse School, Greenbank Road, Rochdale, Lancashire OL12 OHZ. Tel: 0706 47078. Write to: Mrs D M Fidler, Head of Resources.

•*Areas of special interest*: ESL and multicultural education for teachers and all levels of student.

•*Languages*: ESL all levels.

•*Services*: Cover language teaching across the whole 3-19 age range; support for schools with small numbers of second language learners; mother tongue (Urdu) support at secondary level. *Library*: An extensive collection of books on language, linguistics, language in education, second language learning, multicultural issues; adult and children's fiction, and teaching and learning materials (cassettes, kits, slides, filmstrips, videos, wall pictures, multi-media packs etc), for reference and loan.

•*Special services* include in-service training; photocopying; services for materials production.

•*Publications*: Catalogue and price list available.

•*Materials production*: Services for the development and production of resource materials; model-making; graphics and art work; darkroom facilities (b/w); photocopying available for a nominal charge; use of spiral binder.

SHEFFIELD
045

Lowfield Multicultural Centre, Lowfield J & I School, London Road, Sheffield S2 4NJ. Tel: 0742 552501. Write to: Centre Coordinator.

•*Areas of special interest*: Bilingualism; ESL; language awareness.

•*Languages*: ESL, infant/junior/secondary; English with Punjabi/Urdu/Bengali for teachers.

•*Services*: Library: open to the public in school term (9-5 pm Mon-Fri by appointment; accessions list, books, slides, cassettes/videocassettes, posters for loan.

•*Special services*: available within the authority; small meetings room; reprographic services (small charge per copy).

STRATHCLYDE
046
Woodlands Teacher's Resource Centre, 315 Woodlands Road, Glasgow, G3 6NG. Tel: 041-339 3108. Write to: D J D Mitchell.

•*Areas of special interest*: ESL; community languages.

•*Languages*: ESL; Arabic, Chinese, Hakka, Hindi, Punjabi, Urdu, Vietnamese, for teachers and all levels of student.

•*Services*: Library: open to the public, 8.45am-7pm Monday to Friday (3.55pm Fridays; 4.45pm during school holidays). Accessions list; books, slides; realia (e.g. costumes, educational toys, games, cooking implements etc) for loan to all, including health and social services, universities and colleges; materials available (limited loan) include books, films, cassettes, cards and slides, videocassettes for reference; monolingual texts in Chinese, Hindi, Punjabi, Urdu and Vietnamese.

•*Special services*: exhibitions of publishers' materials and materials from local organisations; reprographic services for materials production within the department; small charge made per copy for teachers. Lectures/discussions/talks within the framework of in-service training and curriculum development.

•*Publications*: Newsletter, catalogues, bibliographies.

SUFFOLK
047
Multicultural Resource Centre, c/o St Helens Primary School, Woodbridge Road, Ipswich. Tel: 0473 51333. Write to: Coordinator.

•*Areas of special interest*: Bilingualism and language awareness for teachers and all levels of student.

•*Languages*: ESL for beginners; Bengali as mother tongue.

•*Services*: Library: general awareness materials, teaching aids, books, slides, films, tapes, cassettes, posters etc, for reference and loan.

•*Special services*: reprographic facilities.

•*Materials production*: Curricular materials at beginner level for in-service training; linguistic/cultural information, bilingualism.

WARWICKSHIRE
048
Intercultural Curriculum Support Service, St Andrews Middle School, Chester Street, Rugby CV21 2NN. Tel: 0788 62841 (Fridays only). Write to: Mrs R C Hill.

•*Areas of special interest*: ESL; multicultural education for all levels of school pupil.

•*Languages*: ESL at all levels to speakers of Gujarati, Punjabi, Cantonese and Vietnamese.

•*Services*: Library: small collection of teachers' reference books on ESL for loan; larger collection of resource boxes, multicultural artefacts, toys for loan to local schools. Not open to the public.

•*Special Services*: Collaboration with Rugby Teachers; Centre for in-service courses; exhibitions of multicultural resources from time to time; Educational Publishers Council exhibition of ESL materials held occasionally.

WIGAN
049
Open Learning Centre, Department of Community Education, Leigh College, Coniston Street, Lancs, WN7 1XN. Tel: 0942 608811 ext. 288. Write to: Jackie Hewson.

•*Areas of special interest*: ESL; community languages; bilingualism; language awareness.

•*Languages*: ESL, Arabic, Bengali, Chinese, Gujarati, Greek, Italian, Mexican Spanish, Urdu, Vietnamese.

•*Services*: Library: open to the public (10am-12 + 1pm-3, Tues, Wed, Thurs); accessions list, books, tapes, videocassettes for reference.

•*Special services*: meeting rooms available for public use; exhibitions; word-processor/typewriter/computer-assisted language learning facilities. Advice and counselling.

•*Materials production*: Covering all subjects and levels for loan/hire/sale/display within the Authority. Books, films, cassettes, microfilms, cards available.

5. Specialist Publishers

The publishers listed below represent some well-established names and a larger number of new publishing concerns launched within the last few years in the area of bilingual and mother tongue publishing. This is a new field of publishing which is developing rapidly in response to a growing need for suitable materials. The range of language materials becoming available on the commercial market is increasing steadily and it can be difficult for teachers to keep up-to-date with all the new titles that are being produced. The descriptions given here can only hope to convey an impression of a publisher's range of language interests and style of product. It is not feasible here to list individual titles, as new series encompassing new titles and additional languages are frequently in preparation. In some series cassettes are also available. Many titles in the dual-language series are also available in English language only versions and would be appropriate for use in ESL classes. To date most of the materials produced are in the story-book mould with unfortunately relatively little material produced as yet for secondary school age children; further developments in the field might well be the production of materials for use at secondary and adult level teaching. New authors seeking publishing outlets might present their work to some of the names below for their serious consideration. For information on new books teachers will need to write to publishers to obtain current catalogues. Books can then be ordered through booksellers or in some cases from the publisher direct. The catalogue produced by Baker Books is particularly good (see next page).

These multilingual books are designed to reflect the multicultural society of Britain today and intended to be used by teachers and parents in developing children's bilingual skills and command of English and as a resource for mother tongue teaching. The following short review articles are worth reading:

'Four corners', *Times Educational Supplement*, 31 January 1986, p 37;

'Tales in translation', *Times Educational Supplement*, 30 January 1987, p 48;

'Dual language text or not', *Language Matters* no 3, January 1986, p 13-17.

'Side by side: dual language publishing'. *Times Educational Supplement*, 29 January 1988, p 28.

'Signs of the times' *Times Educational Supplement*, 29 January 1988, p 29.

'Crossing the divide'. *Times Educational Supplement*, 29 April 1988, p 129.

Also of interest is the collection of papers given at a seminar of the International Board on Books for Young People, British Section, in May 1987 published under the title *Stuck for words: the case for dual language books* by IBBY. (Address: Tan-y-Capel, Bont Dolgadfan, Llanbrynmair, Powys, Wales SY19 7BB)

This list is not exhaustive, but provides an introductory guide to the publishing scene in a very specialist area. The education press, e.g. *TES*, *Multicultural Teaching* and other professional periodicals (see Periodicals section, p 7), scanned regularly, would report on new books in the field and the establishment of new presses.

Acorn Books, 10 Barley Mow Passage, Chiswick, London W4 4PH.
Tel: 01-994 4419

Dual-language fairy tales which are standard favourites with children, e.g. *Snow White*. Illustrations in black and white.
English with Bengali/Gujarati/Punjabi/Urdu.

Edward Arnold, 41 Bedford Square, London WC1B 3DQ.
Tel: 01-637 7161

Dual-language series of folk tales of Asian and European origin for children. Text accompanied by attractive line drawings. Stories initially compiled by teachers in the London Borough of Newham. Sample title: *The three wishes*.
English with Bengali/Gujarati/Punjabi/Urdu.

Baker Books, Manfield Park, Cranleigh, Surrey GU6 8NU.
Tel: 0483 275444

Publisher and distributor of dual-language books. Publishes some of the *Spot* books in bilingual editions. Produce an excellent catalogue for the community languages *Multi-lingual children's book catalogue* (annual). Well-established importer and distributor

of foreign language children's books from many countries, including France, Germany, Greece, Italy, Portugal and Spain. Separate lists for each country available on request. Book exhibitions and library services.
English with Bengali/Chinese/Gujarati/Hindi, Punjabi/Tamil/Urdu.

A & C Black Publishers Ltd, 35 Bedford Row, London WC1R 4JH. Tel: 01-242 0946

Dual-language editions (one title at present *First day at school*) with simple texts especially written for young children and designed to encourage bilingualism in classrooms. Text illustrated by photographs.
English with Urdu/Gujarati.

Blackie Children's Books, 7 Leicester Place, London WC2H 7BP. Tel: 01-734 7521

Dual-language picture books (J Ingham: *All about me* series), with full colour photographs about the ordinary lives of different children. Age range: 3-7 years.
English with Bengali/Gujarati/Punjabi/Urdu.
English language only editions also available.

The Bodley Head, 32 Bedford Square, London WC1B 3EL. Tel: 01-631 4434

Produce a series of children's picture books with dual language texts. The *Little Bear* series is issued by this publisher, who first issued dual language books in 1978.
English with the 5 major Indian languages/ Chinese/ Greek/ Italian/ Turkish/Vietnamese.

Brunswick Park Junior School, Picton Street, London SE5 7NZ. Tel: 01-703 5512

Stories for primary level produced as part of the Bilingual Project at the school. Simply produced in typescript with black and white drawings. Sample title: *El dragon de hierro*.
English with Spanish/Turkish/Vietnamese.

Commission of the European Communities (EC) Pilot Project: Community Languages in the Secondary Curriculum.

Materials are in preparation for Italian, Panjabi and Urdu. Further information from the EC Pilot Project, Centre for Multicultural Education, University of London Institute of Education, 20 Bedford Way, London WC1H OAL. Tel: 01-580 9839

Hamish Hamilton Ltd, 27 Wright's Lane, London W8 5TR. Tel: 01-938 3388

Duets series. Dual language books for infant and junior school children who are just beginning to read English, and to learn the language of their own culture. Short texts, with colour photographs, about everyday life in Britain. Sample title: *Ranjit and the fire engines*.
English with Punjabi/Urdu.

Harmony Publishing Ltd, 14 Silverston Way, Stanmore, Middlesex HA7 4HR. Tel: 01-278 4660 or 01-954 2541

Dual-language picture story books for children between four and eight years, with dual-language cassettes. The texts are designed to be read easily and with full comprehension, after listening to the cassette. Sample title: *Topiwalo the hat-maker*.
English with Bengali/Gujarati/Punjabi/Urdu.

Ingham Yates Ltd, 40 Woodfield Road, Rudgwick, Horsham, West Sussex RH12 3EP. (Distributor: Baker Books, q.v.).

Publisher of full-colour young children's books, with lifting page flaps, in dual-language editions. Existing fairy tales and stories used. Sample title: *The ugly duckling*.
English with Bengali/Gujarati/Punjabi/Urdu/Vietnamese.

Issues in Race and Education, 75 Alkham Road, London N16 6XE.

Folk tales in bilingual versions for junior school children. Sample title: *The king and his four daughters*.
English and Bengali/Punjabi.

Kishalay, 83 Belgrade Road, London N16 8DH.

Bilingual word and picture books for very young children.
English with Bengali.

Luzac Publishing Ltd, 46 Great Russell Street, London WC1B 3PE. Tel: 01-636 6068.

Publishes the Luzac *Storytellers* series, a set of picture storybooks for children consisting of fables, anecdotes, and fairy tales collected by the editor in their original languages from families now settled in Britain. The stories have been translated into dual-language versions and are graded individually according to their complexity, for very young readers to older children.

English with Bengali/Gujarati/Hindi/Punjabi/ Tamil/Urdu/Chinese/ Greek/Spanish/Turkish/Yoruba.

MacDonald & Co (Publishers) Ltd, 3rd Floor, Greater London House, Hampstead Road, London NW1 7QX. Tel: 01-377 4600.

Publishers of the well-known *Starters* series of graded non-fiction material at primary level. Some titles now produced in dual-language editions. Sample titles: *Butterflies, Mice, Rain.*
English with Bengali/Gujarati/Punjabi/Urdu.

Magi Publications, 55 Crowland Avenue, Hayes, Middlesex UB3 4JP. Tel: 01-388 9832, 01-387 0610

Full-colour dual-language texts, designed to reflect a multicultural society. Stories written for young school-age children. Sample title: *Anita and the magician.*
English with Bengali/Gujarati/Hindi/Punjabi/Urdu; also English-only text.

Mantra Publishing, 36 Woodlands Avenue, London N3 2NR. Tel: 01-346 5935

Children's dual-language books depicting children from ethnic minorities in a contemporary environment. Cater for different age groups between 4 and 17 years. Topics: Inner city adventure; exotic foods; science fiction; fantasies. Cassettes accompany some titles. Various series, e.g. *My first book of...*; *Packed lunch series*; *Sunita series.*
English with Bengali/Gujarati/Hindi/Punjabi/Urdu. Titles available also in English only.

Methuen Children's Books, 11 New Fetter Lane, London EC4P 4EE. Tel: 01-583 9855

Children's books in dual-language editions. Series titles: *The Terraced House* books and *The Next Door* books. For use as early reading with 5-6 year olds, the stories are placed in familiar, urban settings. Colour photographs.
English with Bengali/Gujarati/Punjabi/Urdu, Greek/Turkish/Welsh.

National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN. Tel: 0223 316644

Publishes *You and your business*, with monolingual text in nine languages; (English/Bengali/Chinese/Greek/Gujarati/Punjabi/ Spanish/ Turkish/ Urdu); *The bilingual dictionary of business terms* as separate dual-language texts in English with the other eight

languages; *The bilingual toolkit*, a literacy workpack in 12 minority languages.

Thomas Nelson & Sons, Nelson House, Mayfield Road, Walton on Thames, Surrey KT12 5PL. Tel: 0932 246133

Publishes a series of children's dual language readers: *Tell me a tale*. The stories are reminiscences of childhood told by people from a range of different cultures and countries. Age range: 7-9; and 9-11 year olds. Illustrated in full colour by an Asian illustrator. Authentic settings and translations in the spirit of the original. Sample title: *The narrow escape*.
English only; English with Bengali/Gujarati/Punjabi/Urdu.

O'Brien Press, 20 Victoria Road, Rathgar, Dublin 6, Eire.
Tel: 0001 979598

Publishes a series of children's stories on ancient Irish festivals in one dual-language volume. Title: *Faery nights*.
English with Irish.

Punjabi Language Development Board, 2 St Annes Close, Handsworth Wood, Birmingham B20 1BS.

Publications in English, Panjabi, and Urdu. Fiction and learning materials.

Schools Council Mother Tongue Project.

Classroom materials developed over three years' research and completed in 1985. The aim of the project was to help mother tongue teachers of primary age children in community schools and mainstream primary schools. Materials produced for Bengali and Greek. Available from the School Curriculum Development Committee, (Newcombe House, 45 Notting Hill Gate, London W11 3JB. Tel: 01-229 1234)

Side by Side, 90 Palatine Road, London N16 8SY. Tel: 01-249 0805

Produce the *Middle Story* series, dual-language junior fiction stories set in a modern inner city, which are suitable for primary and early secondary level use. While complete stories in themselves, they are designed to encourage readers to talk and write about events that might have led up to the stories' beginning and to imagine possible endings. Cassette tapes also available. Black and white illustrations. Sample title: *Running away*. (See also short article in *Times Educational Supplement*, 31 January 1986, p 37.)
English with Bengali/Gujarati/Turkish/Urdu.

Suhada Press, 16 Seaforth Avenue, New Malden, Surrey KT3 6JP. Tel: 01-942 7497

The *Suhada Dual Text Series* is a series of picture books designed for the under-fives and for children at school. The series focuses on the daily life of an Indian family living in Britain. Attractive delicate illustrations. Sample title: *Soma goes to market*.
English with Bengali/Gujarati/Hindi/Punjabi/Urdu/Greek/Turkish.

Tiger Books Ltd, 18 Thirlmere Avenue, Perivale, Middlesex UB6 8EF. Tel: 01-998 6896

Publisher of bilingual story books and other multicultural material. Dual language stories are retold ancient Indian folk tales. Full colour illustrations by famous Indian illustrators. The same stories are also published separately in English rhyme. Sample title: *Moon lake*. Song sheets with piano/guitar parts accompany some of the books.
English with Bengali/Gujarati/Hindi/Panjabi/Urdu. Other languages planned.

Turkish Education Group, c/o Altan Koraltan, 50 Holland Road, London W14 4EB.

Has produced jointly with Islington Libraries a bilingual English/Turkish video for 4- 7-year-olds. Title: *Hello Marhaba*

Veda Books, 27 Rutherford House, Brady Street, London E1 5PS. Tel: 01-247 1850

Dual language stories for nursery and primary age children. Black and white illustrations. Real and ethnic background. Sample title: *Daddy in trouble*.
English with Bengali.

Ventura Publishing, 11-13 Young Street, London W8 5EH. Tel: 01-221 6395

Publisher of children's books, including the popular *Spot* series, which appears in more than 40 different languages. A range of *Spot* books has also been produced in dual-language editions.
English with Bengali/Chinese/Gujarati/Hindi/Punjabi/Tamil/ Urdu/ British Sign Language.

Franklin Watts, 10 Golden Square, London W1R 3AF.
Tel: 01-734 8738

In both monolingual English and dual-language (parallel texts) series which should appeal to children and adults. Series titles: *My class*, and *People*. Text illustrated by photographs.
English with Bengali/Gujarati/Urdu.

ISBN 0 948003 67 7

A guide for teachers of community languages, and for those who teach the speakers of these languages in Britain.

This book complements the CILT Guide to *English as a second language*, and similarly provides information on organisations and associations, periodicals, an annotated list of published works, a section on teachers' centres in the ESL/CL/multicultural field. In addition, it includes an annotated section on specialist publishers.

The introduction reviews the current issues against which the contents have been selected.

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